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ABSTRACT

A workshop on adult basic education (ABE), held at Ohio State University, was organized around the team approach in developing a model learning center, field experiences in the Columbus area, and speeches by special consultants. This document presents these speeches -- on such topics as adult learning, psychological characteristics of ABE participants, reading instruction, teaching English as a second language, instructional materials, the role of the teacher, learning centers in the large city, reading and language, and evaluation. The appendix includes a report of the development of an ABE learning center, a bibliography, and a roster of participants. (NL)

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WORKSHOP IN ADULT BASIC EDUCATION

THE OHIO STATE UNIVERSITY

in cooperation with

OHIO STATE DEPARTMENT OF EDUCATION

June 23 - July 10, 1970

WORKSHOP REPORT AND RESOURCE DOCUMENT

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The responsibility for gathering and editing the materials in this document has been borne by Dr. John Ohliger and Mrs. Lori Ohliger. Dr. Ohliger is Associate Professor of Adult Education, Ohio State University. Mrs. Ohliger is an editor with the Charles Jones Publishing Company.

William Dowling
Director of Workshop

Education without social action is a one-sided value because it has no true power potential. Social action without education is a weak expression of pure energy. Deeds uninformed by educated thought can take false directions.

The Reverend Martin Luther King, Jr.

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"The Practical and Theoretical
Concept of the Workshop"

by

James M. Vicars
Co-Director
Adult Basic Education Workshop

The workshop was conceived and developed, utilizing three distinct features: the team approach; field experiences; and special consultants. These features blended to produce the objective of the workshop which was for each participant to be able to take all the ingredients and facets of an Adult Basic Education Program and organized learning centers that would be most beneficial to the clients being served.

The Teams

The participants were divided into teams of four to five persons. The team membership was based on ABE experiences, regular employment and the objective desired by the participant.

Each team selected a leader and the major and only purpose of the group was to develop a model learning center for Adult Basic Education. This model could be developed from:

1. Practical experience of members

2. Writing a proposal for the funding agency

3. Developing a fictitious segment of the population and organizing a program.

4. Reorganization of an on-going Adult Basic Education Program.

Field Experiences

Twenty-six hours were devoted to practical field experiences in and around the Columbus area during the fifteen day workshop. Each participant chose areas of experience to meet their needs. Each participant made his own community contacts and scheduled experiences to accommodate the workshop schedule.

Five areas were developed for the participants as a guide. The

only requirement was that each person must have at least one experience in each area and not to concentrate on one area exclusively. The five areas were:

A. Practicum

1. Traditional classroom
2. Individualized instruction - Hardware
3. Individualized instruction - Software

B. Learning Centers

1. Individualized learning laboratory
2. Manpower learning laboratory
3. C.E.P. Learning Laboratory
4. Leo Kramer Learning Laboratory

C. Supportive Services

1. Administration
2. Recruiting - Social Work
3. Counseling
4. Health Services
5. Evaluation

D. Community

1. Neighborhood Houses
2. Columbus Public Schools - Special Inner-City Project
3. Community Agencies for Adults
4. Employment Services
5. State Agencies for Adults
6. Federal Agencies for Adults

E. Scheduled Demonstrations

1. Reading for adults
2. Mathematics for adults
3. Counseling adults
4. Health services for adults
5. Social services
6. V.T.R. techniques
7. G.E.D. Center

A response sheet was devised to report the participants' reactions for each experience.

Special Consultants

The blending of the practical field experience and development of a model learning center was enhanced by contributions of the workshop consultants. The consultants provided the following background for the participants:

1. An overview of adult education and its relation to adult basic education.
2. How adults learn
3. Characteristics of adult learners
4. The role of the teacher in the learning center
5. The adult basic education learner and his culture
6. The role of the State Department of Education relative to local programs.
7. The learning centers concept in a large city setting
8. Reading and the adult learner
9. Evaluating adult learner programs and communities
10. Language and the adult learner

CONTRIBUTIONS OF CONSULTANTS

"Adult Basic Education--Yesterday, Today, and Tomorrow"

by

Andrew Hendrickson
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American society solves its problems by moving from crisis to crisis. This is true in education as in other areas. In adult education this trend is illustrated by the Smith-Lever and Smith-Hughes Vocational Acts, the surge of Americanization and literacy programs around the time of World War I, and the various manpower training programs at the time of World War II. While the crisis of the early 1960's was not as clear cut nor as dramatic as those connected with our wartime activities, still all of the ingredients were there. We were having an ever increasing number of school drop-outs, which were, in turn, feeding the problems of youth unemployment and gang warfare in our cities. Moreover, this rise in unemployment of youth was proceding in the face of vast shortages of trained manpower. Complicating this situation, and partly the cause of it, was the social anomaly of the existence of extreme poverty in the midst of the greatest degree of general affluence ever seen in our nation or in any nation in the world.

Finally it began to dawn on the American people that a nation facing the complex and often threatening problems of world leadership could no longer afford the luxury of having millions of its adult citizens so caught up in the toils of ignorance, poverty, and unemployment as not to be able to function as normal, productive, self-reliant citizens.

The idea of remedying these conditions had developed enough political clout by the mid 60's that it produced a whole host of programs which were initiated under the aegis of the "anit-poverty program" during the Kennedy and Johnson administrations. By now many of these programs have become by-words-- C.A.P., Job Corps, Youth Corps, Manpower Training, Headstart, Appalachia, etc. Some of these have proliferated into numerous smaller programs, such as Upward Bound, Wins, Step Forward and others. One of the most recent and most comprehensive of all of the crisis programs is that of Housing and Urban Development,

commonly known as HUD. Most of these programs, some with a little belt tightening, have been continued under the Nixon administration. Fortunately, the ABE program, which started out as Title II of the Economic Opportunity Act of 1964, and is now part of the ESEA, and known as the Adult Education Act of 1966, has received small year by year increases in support. Now, with the passage of the 1970 revision of the Act it will be funded more strongly than ever, and the program will eventually be expanded to accommodate the four years of high school.

Beginning in 1966, public school systems in the 50 states, supplemented by a few private agencies, inaugurated numerous program. Some, like those of large cities, which for years had already had such programs for both the foreign-born and the native born, significantly increased the number of their classes. Others, starting from scratch, have steadily increased the size of their programs, including the number of teachers, counselors, and administrators.

First experiences led to a number of problems some of which could have been anticipated and some that were unanticipated. Some of these were:

1. What kinds of requirements will the federal government impose in the way of preparing project proposals, guidelines for operating programs, and reporting systems?

2. How do we go about recruiting students?

3. Where do we find teachers and by what criteria do we select them?

4. How do we evaluate students, both initially and later, how do we grade-place them, and promote them?

5. Where do we look for appropriate teaching materials including any A-V's?

6. How do we relate to other community agencies, especially those which do not want to be related to?

7. How do we counsel students and retain them in the program?

8. How do we orient and subsequently upgrade both teachers and adminstrators in their new roles as workers with the underprivileged?

To help meet these and other problems, state universities, in conjunction with State and local directors of Adult Education, began holding

series of workshops and institutes. Some of these were for credit, others, non-credit. Some were state-wide in scope, others were regional, and still others were national . In addition, many local directors started, as did Jim Vicars in Columbus, a continuing series of in-service activities for their own teachers and counselors.

In the matter of in-service training, I believe Ohio State is at least typical, if not in a leadership position, with respect to the country as a whole. If my counting is correct, excluding this workshop, there have been four workshops on this campus, three of them state-wide in scope, and one national. And now you have this one. In addition, under the leadership of an excellent State Department staff, and with the inspiring examples furnished by Mark Hanna of Cleveland, Robert Finch of Cincinnati, and Jim Vicars, the State has been pretty well blanketed with local in-service activities. This process continues, and with greater or lesser intensity, it is going on in all of the 50 states.

On the face of it, some of the results seem to have been: 1) a greater awareness of the special characteristics of the target groups, 2) some knowledge of learning capacities of these clients, 3) some understanding of appropriate teaching methods and about the availability of teaching materials, together with criteria for selecting the same, 4) some insight into the role of counseling in the placement and retention of students, 5) some knowledge of appropriate administrative principles and practices.

This is something of where we have been. Were are we today? Of the 11,000,000 or so illiterate and semi-illiterate adults in the U. S. at the time of the 1960 census, approximately 1.5 million have been enrolled in ABE or other similar programs. Assuming that approximately one million of these enrollees have stayed in the program long enough to gain some real benefit, and assuming that there is a residue of approximately 20% whom we will never reach anyway, then we may still have left nearly three-quarters of the task of providing these disadvantaged adults with schooling up to the eighth grade level. However, when we face the challenge of the 1970 revision of the Adult Education Act, that of high school graduation or its equivalent, as the next bench-mark of an ever receding set of goals, then we see that we will have just nicely begun the task. For quantitatively it will be at least doubled, but in addition, qualitatively, a whole new set of questions will need to be raised and dealt with. Some of these I will refer to a little later under the caption of "Where are we headed?".

At this point some serious questions can be raised about the whole cluster of anti-poverty and related programs. These questions are both strategic and philosophic in nature. For example, have our efforts

proliferated into too many different and largely unrelated programs? And, having waited until it was al most "too late", are we now guilty of what is inferred by that other adjectival ph rase "too little"? Would it not be far better to have fewer programs, have them better supported, and have them better coordinated so that they supplement reinforce each other rather than have the fragmentation and competition which now exist?

The famous baseball player, Sachel Page, once gave a five-point receipe for successful living. I forget some of the points, but the last one was, "Don't ever look back for something may be gaining on you!" Do we dare look back? Can we be sure after half a dozen years of frentic efforts to eliminate it, that poverty, at least relatively speaking, may not be gaining on us? And so for education. Are we sure with the present pace by which we are educating both our youth and our adults, that the accumulation of knowledge and the necessity for the use of insight, intelligence and discrimination may not be gaining on us?

One new element in the picture this year is the participation of business and industry on a large scale in the task of training the hard-core unemployed. Their programs consist of both basic communication skills and job skills designed to make the the student employable. Properly conceived, this development may have a two-fold beneficial effect. It may show industry what a complex and difficult job education is, especially of those who have rejected, or have been rejected by, our formal school system. On the other hand, if these programs in their administration and operation have to face the same stern realities of performance and accountability that the companies' manufacturing departments do, we may all learn some more efficient ways of organizing and conducting our own programs.

In any case, the task ahead of us is so formidable that it will take all of the effort that the schools can muster, even when supplemented by industry and supported by other community agencies, to gain and keep gaining on the problem.

We have taken a look at where we have been and where we are now in this field of adult basic education. Let us now complete the cycle by asking, "Where are we going?" What do we see ahead in the next decade or two? What kinds of problems can we anticipate? One reason for asking these questions is so that we can start getting ready for them now--even to some extent in this workshop--before some new crisis starts gaining on us.

I suppose each person would have his own priority list, but the following appeal to me as having relevance for us here today:

1. How to meet the logistical demands for ABE which will be imposed by the operation of the revision of the Adult Education Act of 1966?

2. How to handle the jurisdicational problems between public school adult education and programs of other agencies?

3. What should be the nature of future programs for high school completion?

4. How can education for adults keep up with the changing demands of society and the new technologies being developed?

5. What will education or "schooling" look like a generation from now when it has felt the full force of the electronic revolution? Present examples: R. L. C. 's, perfromance contracts, I. P. I. 's, C. A. I. 's, gaming, etc.

6. How to provide pre- and in-service training that will produce teachers and administrators who are increasingly more competent and sophisticated in working with the underprivileged?

First, about the task of providing a high school education or its equivalent to the millions of adults who did not achieve this goal while in regular school. I would like to treat together both questions bearing on this problem. I do not know with any degree of exactness what the numbers of this new clientele are. I frequently hear the figure 60 million used. If that is true, and if our goal should be to serve only half that number, it will be a tremendous task, one that will last for years and will call for whole new strategies of administration and teaching and new means of deploying our educational resources.

More importantly will be the questions of method and content. Are we going to be content to process these people through the 16 standard Carnegie units that are used with adolescents in the day schools? Or do we ask the question, "Is this enough"? which is already being asked, where at the elementary level, we have too often restricted our teaching to mere reading and writing with a little computation thrown in, and where only passing reference is made to such matters as pre-vocational skills, improvement of home and family life, use of financial resources and consumer education, social and civic responsibility, health and safety education, human and interpersonal relations, and other vital considerations leading to self fulfillment.

Perhaps we will have <u>courage</u> enough to ask for what purpose the adult

will want to use these added years of schooling and ingenuity enough to devise content and method appropriate to these uses. Havighurst has pointed out that at one time or another a normal adult fills many different roles--parent, family provider, dutiful son or daughter, consumer of goods, community member and participating citizen, church or club member or both, user of recreational and other community services. Serious consideration will need to be given as to what kind of content and what kinds of learning procedures will help the adult perform in these roles with increading satisfaction, lest he become disillusioned and frustrated, and abandon the educational establishment a second time, this time irretrievably, with a feeling that the whole business is hopeless.

The next question may be one of more concern to administrators and other educational planners, but it should have some relevance for us all. It concerns the future role of the public schools in the total program of adult education. With the strong impetus toward remedial education caused by federal support of such programs as expanded vocational education, manpower training, and adult basic education, will there be a de-emphasis on other aspects of the total program, such as the humanities, public affairs, health and physical fitness, parent and family education, and leisure-time activities? Will these rich and useful aspects atrophy because attention is shifted to the remedial aspects?

To complicate this problem there is the sudden rapid growth of community colleges and technical institutes. In Florida we have 27 public junior colleges, many of them with enrollments betweeen 15,000 and 25,000 over half of which are in adult and part-time programs. A further complication is that frequently there is also in the same community a third level institution, namely a 4-year college or university. Can a strategy be worked out by which each of these agencies will conduct its adult education activities within the sphere of its own best competencies? That this will not be easy to achieve will be seen in the fact that in some states and counties the task of furnishing general adult education has already been assigned to the junior college, while only remedial programs are left for the public schools, although in one county in Florida just the revers is true. In Brevard County only the public schools may offer credit programs in adult education and the County Junior College has jurisdiction over all non-credit courses. Those concerned with the problem of deployment of our precious education resources for maximum results will want to exert their influence in the solution of this complex problem.

Third, how can the education of adults keep up with the changing demands of society and the new technological developments? This is at least a two-pronged question, one prong of which goes back to the

earlier discussion of what and how adults should be taught, because they are adults, and because they need assistance now in improving their performance in roles which they are already occupying and in preparing adequately for their potential future roles.

Adult educators are probably more aware than anyone of the need to use the humane approach and to practice the twin principles of involvement and participation if we are to interest and retain those who have volunteered to come back to us for a second try at education. This means that the old approach of the teacher as the authoritarian figure standing in front of a class "telling" them and of assigning blocks of content to be learned by all pupils alike regardless of ability and background, long in disrepute, is now banished forever. In its place there emerges a learning situation where the individual needs of the pupil is the core consideration and where he and the teacher become in some ratio co-planners of his program.

A program planned in this manner will take account not only of the pupil's level of achievement, his rate of learning, and his educational goals, but will be alert for and try to alleviate both internal and external blocks to his learning. And these will be many. On the external side will be lethargy, poor health, fear of failure, embarassment, family problems, lack of resources for carfare, proper clothes, and other personal expenses. What some of the inner hang-ups are has been documented by a recently published study. The following is a quotation: [1]

> Persistent perceptions among some students included the fear of illness, fear of aging, lack of opportunity to obtain employment, concern for community disorganization resulting from racism among whites and lack of consensus among blacks, and inability to control or influence one's own destiny.

Therefore, if we are to keep these adults in the program and assist them to assume their potential roles in a complex and rapidly changing society, we will have to treat them in a way which will reduce their fears, increase their self-confidence, improve their mental and physical health and their financial security, and at the same time help them to select those educational goals and experiences which are best designed to secure for them a satisfying place in our society and to maintain themselves in it.

The other prong of this question has to do with maximizing our efficiency in teaching. As we move ahead, dealing with ever larger numbers and calling for ever larger appropriations, we will be called upon to give

greater accountability for the use of these resources. Discussion of efficiency in teaching leads logically to the question of the use of some of the newer teaching media and systems. I have already mentioned a few of these R. C. L., C. A. I., I. P. I., Performance contracts, etc. Dont' let these references fool you. No one could be more ignorant than I am about these new inventions. All I know is that they are here, that they are proliferating, that the federal government is investing large sums of money in them, and that they will necessarily be a part of our future. In fact, I hope that soon one of these workshops will be wholly devoted to the use of the various teaching media--both the old and the new.

In one of his NEWSLETTERS, Edgar Dale in an article entitled "The New Media: Men and Machines," has raised some fundamental questions, and made some telling observations about the use of the new media in general which have strong inferences for us in ABE. The problem is, he says, not <u>whether</u> we shall use machines but <u>how</u> and <u>when</u> to use them. The problem is how to combine their use with that of a live teacher. He goes on to say in this next paragraph, which is quoted: [2]

> Electronic media, including programmed materials will not replace teachers, but will help re-place them, enable them to play the important role of guide, counselor, motivator, briefer of exploring party, organizer, integrator, critical questioner, intellectual gadfly--do the things that only a live and lively teacher can do in personal face-to-face communication... He can spend more time designing and programming the learning environment so that the student can become an independent learner.

Another critical question raised by Dale concerns the <u>where</u> of learning. Students, he says, will continue to get face-to-face instruction on <u>what</u> to learn and <u>how</u> to learn, but the places where people will learn will be legion: instruction will often be secured from a distant teacher by telephone, telelecture, closed circuit television to homes or other gathering places. Or the learning may take place in a museum, a factory, a conservation camp, at a Shakesperean play, or in any number of settings.

Further on in his essay, Dale says that the time is coming when our testing programs will be an integral part of learning. We need, he says, a testing program so simple and so easily available that any child or adult at any time can take a test and discover his attainments and his shortcomings. He could begin remedying his weaknesses by using

either computer-printed material or references to books, pamphlets, recordings, or programmed instructional materials. In a program such as we have been describing we must have access to learning materials which fit a wide range of needs and abilities, hence the need for a new type of "library" - the learning resources center - which would be supplied with all of the media for carrying important messages--print, film, filmstrips, slides, overhead transparencies, photographs, paintings, radio, recordings, video-tape, television, radiovision, telecture, and computers.

Dale closes his essay with this appropriate statement:[3]

> The great revolution going forward today in our schools means a shift in the role of the teacher from a Jack- or Jill-or-all-trades to that of a sophisticated organizer, administrator, and stimulator of learning. It means using a mediated instructor where this is efficient and effective. It means a sharp increase in the use of self-administering self-testing materials of instruction. The new role promises to be more complex and certainly more professional. We have the choice, then, of staying where the inaction is or moving into the excitement and the challenge that always faces the pioneer.

In this paper I have tried to give you something of the origin of ABE, a brief description of the status of the field, and somewhat of a window into the future with some of its problems and issues. I hope some of these ideas may prove to be stimulating.

References

1. George F. Aker and others, Factors Associated with Achievement in Adult Basic Educaion, (A report of an evaluation of adult basic education in Quitman County, Mississippi) Florida State University, Department of Adult Education, October, 1969, p. 13.

2. The Newsletter, Ohio State University, College of Education, XXXIII: 8, May, 1968, pp. 1-2.

3. Ibid., p. 4.

"Psychological Characteristics of Adults Which Affect the Teaching-Learning Process in ABE"

by

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Today we are going to be discussing some of the more prevalent psychological characteristics of adults which have relationship to how adults learn. This, of course, should have direct bearing on the instructional process engaged in by us, the teachers of ABE.

Let us first consider several factors which might be included in this discussion. Definitely we would want to analyse the concept of "self-esteem" or "self-concept." Second, we might consider the various perspectives of the learning process. Third, we might consider some of the more widely accepted principles of learning. Finally, we might attempt to relate the aforementioned elements to the practical field of teaching ABE students.

For a moment then, let us consider self-concept. Several key questions come to mind. What is it? Is it a unitary or complex factor? Is it changeable? How might it affect the individual's perceptions of the learning process? Let me propose a brief description of self-concept. "It is the sum total of what the individual believes about himself as gathered from his reactions to the reactions of others." If we accept this, at least in a tentative manner, several elements in this definition seem apparent. First, beliefs about self -- we develop over the years certain pictures or images about ourselves. These images generally have at least two components -- a cognitive base and an affective base. For instance, we as learners are being exposed to instructional situations during this institute -- the content, presentation methods used, etc. We form opinions about, or react to each object of the instructional situation and attach some evaluation to the object e.g. the content is relevant or irrelevant, and I view it favorably or unfavorably. We also form impressions about our ability to learn certain materials. For example, the mention of psychology to an audience may evoke several reactions ranging from ears perked up (a keen interest) to those who think psychology is a bunch of bunk and therefore they tune it our (disinterest). Previous successful experiences with psychology and the continued relevance of it for the individual can account for the position view or attitude; whereas irrelevant or unsuccessful experiences can lead to the opposite. In other words, I

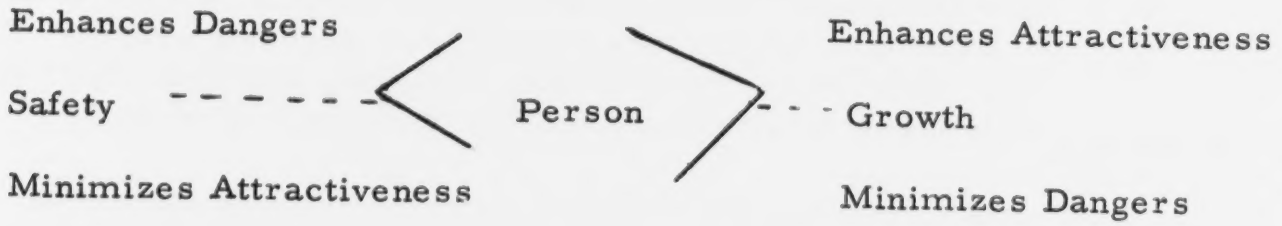
believe certain things not only about psychology but whether I am able to learn about it. We hold these beliefs about a myriad of learning topics and our ability to learn each, e. g. I'm a wizard at math but am not too sharp in English.

Thus, the sum-total of our experiences in learning situation guides our current beliefs about our general ability to learn and our specific ability to learn certain things. But, as has been intimated, the self-concept is a compilation of beliefs about ourselves in many areas -- learner, parent, male or female, worker, citizen, etc. As we mature, these attitudes tend to become intermingle d in a complex array of attitudes and are not held in isolation. For an ABE student, he may believe he can learn certain things but is faced with the reaction of his wife or children that a grown man should not be seen in elementary school taking subjects comparable to the children's curriculum. Again, if an adult has not been successful in previous learning situation, he may view himself as lacking the ability to learn. This image may be reinforced by his boss at work and society in general -- our stereotypes about people and classes of people. For instance, are college professors really forgetful and impractical? Are the undereducated necessarily unintellignet? These are stereotypes commonly held. If the subjects hear these enough, they may tend to act, either consciously or unconsciously, in a manner conforming to these expectations. Still another cliche which has relevance here is "you can't teach an old dog new tricks" -- which is applied intact to adults. Preach this long enough and you will probably convince many who can point out examples of how this is, or has been, valid in their lives. True certain subjects may be more difficult to learn or re-learn and take more time too. But at least we do not deny that the adults have much less ability to learn. But what if many undereducated adults never have the opportunity to dispell this fallacy, particularly in the congenial atmosphere of Adult Basic Education.

Adult Basic Education has as its function to develop each individual into a more fully functioning person. This means that we consciously attempt to set certain conditions which will assist the adult to modify his varied self-images and his generalized self-concept. ABE is a means through which initial steps can be made by the adult to cope wi th his life situations -- be they at home, at work, or in society. The adult sees more positive approaches to life rather than turning to defensive mechanisms such as rationalizing, distorting or denying situations. To delve into how this might be accomplished let us tum our attention to various perspectives of the learning process.

One approach to the learning process which seems to have direct relationship with our previous discussion about the self-concept has been

presented by Maslow. Knowledge, according to Maslow, is approached from at least two perspectives, one being that it helps us to better understand the world we live in and our relationship to the various aspects of the world. As such we appreciate or value it more. A second approach is of a negative nature. We approach knowledge defensively because it can carry with it certain inherent dangers. For instance, learning about local community problems may lead us to want to act on that knowledge to solve certain problems, but this may conflict with previous knowledge or attitudes towards that problem or people associated with the problem. We find ourselves in the state of ambivalence. We want to do something, but there may be certain drawbacks if we do the activity -- for instance, incurring the displeasure of friends. If we anticipate these consequences we may decide not to engage in gaining new knowledge about the topic.



For the ABE student, he may be caught in the same dilemma. If he does not take advantage of learning situations he may be decreasing the likelihood that he can exert control over life's situations and increasing the likelihood of someone else controlling his life. If he chooses this "safe" alternative, he can always justify to his own satisfaction that basic education, for instance, really isn't worth it in terms of time and energy expended. He can rationalize why he is not taking advantage of the opportunities. Or, as Maslow indicates, he can choose the other alternative, namely "growth." This approach still contains certain dangers, admitting he may have certain educational deficiencies and allowing others to know this. But this alternative may allow him greater alternatives for life's activities in the roles of a person, a parent, a worker, and a citizen. Furthermore, if this learning is functional for him it may lead to seeking more learning, somewhat akin to the initial stages of development as a "continuous learner." For me, developing continuous learners is a major objective of Adult Basic Education.

Let us now deal directly with some of the psychological characteristics of the ABE student as related to self-concept and the learning situation.

1. Many ABE students possess a generalized negative self-concept as a person, and particularly in the role as a learner. Not only do they believe they do not exert much control over many aspects of their lives, but they are at a loss to select avenues which would provide some degree of control. Past educational opportunities have not helped. School is an object which often evokes strong

negative reactions.

2. Teachers, as representatives of authority and the "establishment" may also be viewed negatively. This may be the case because of personal experience in the classroom or the experiences of their friends or children leading to a reinforcement that "schools haven't changed much" since they attended years ago.

3. If the decision to return to school is made, there is a definite fear of failure. ABE students are taking a chance by returning because their fears may be heightened by not meeting success, as they see it. This tends to reinforce their negative beliefs about themselves as learners. Relate this to your own lives. The Graduate Record Examinations seem to provide a formidable stumbling block to those returning to graduate school. The fear of failure is very definite and real, particularly if you have taken it previously and not done too well on it.

4. ABE students have heightened sensitivity to non-verbal forms of communications. They are very perceptive to what is being transmitted by the teacher, most particularly by non-verbal means--a frown, a gesture, or a condescending tone of voice; all which may be perceived as demonstrating a not too genuine interest by the teacher for them. To a certain extent, "We perceive those things which we want to perceive" -- the concept of selective perception.

5. On the more positive side, current problems of life can become a primary motivational source. Lack of money, poor home and family relationships, lack of opportunities because of the achieved level of education can serve as the pivotal point for action. They serve as catalysts to identify related goals to be achieved and thus can heighten motivation.

With these general characteristics in mind let us turn to the more accepted principles of learning which directly affect the ABE students, and your role as the ABE teacher.

1. Readiness to learn must be firmly established as a prerequisite of learning. This includes setting the stage for learning by:

   a. Providing the atmosphere which will reduce the threat of failure and enhance the likelihood of productive learning. The teacher by his or her actions displays her personal interest and sincere willingness to assist the adult in meeting the goals to be established. The term commonly associated with this facet is "empathy" -- the ability to put one's self in another's

place so that better understanding of the other can be effected.

b. Gathering pertinent data about the adult -- his interests, his varying life roles, his previous success, and areas of difficulty. We are, as teacher, not just interested in providing learning experiences such as to develop word-attack skills, comprehension skills or social--living skills not in isolation but as they relate to the individual's goals, interests and ambitions.

c. Showing the relationship between their interests, needs and ambitions, and the short term goals established by the adult in conjunction with the teacher. The adult can better grasp where he is going and how the part is related to the whole process of learning.

Readiness is not something which is only accomplished prior to exposure to the first of initial learning experience but must be continued throughout the total learning process. Short-term goals are re-defined and established; the part-whole relationship must be continually emphasized; and relevance must always be present.

2. Relevance of that which is taking place in the learning situation to the life situations is essential to more effective learning. This principle directly relates to the interests, experiences, and motivational sources of the adult. We attempt to stimulate the greatest degree of motivation by associating the learning tasks with the interest areas which have been identified or are emerging. We cannot impart motivation directly to the adult such as giving him a shot of adrenolin, but we can utilize certain tools to set the stage for motivation to occur. We attempt to identify the strong points of an individual -- his most successful aspects, and use these to bolster our efforts to uplift those aspects which are conside less strong.

3. Reaction to the learning situation is crucial. The objective sought is that a positive reaction take place most generally to ensure greater learning. We want the adult to react to what is happening. It is our responsibility to ensure a general positive reaction. Unless this is so, the individual will see little or no relevance for him; his negative conceptions about school and himself will be reinforced; and his withdrawal from these circumstances will be imminent. We as teachers can set the stage for positive reactions -- through our interpersonal relationships, by the materials we select, and the appropriate level of difficulty, and by our reactions to the adult's progress. We want to contrive the situation to provide reinforcement of an immediate nature to the adult learner. We want to develop in

the individual his own internal reinforcing mechanism to reduce the need for external reinforcement. This idea stems from the fact that once an adult can provide some degree of feedback for himself, he will be reinforced by this idea that he has become his own standard for success -- reminiscent of the internal control versus external control concept. Therefore, this adult is assuming a greater degree of responsibility for his own success.

4. Resistance to learning can be lessened by planning with the adult rather than for him. The adult must be involved in the process of planning learning experiences for several reasons. His involvement can serve to counteract his negative perceptions about what "school" is, or was, based on previous experiences. His involvement will tend to strengthen his perception that he does have a part in planning for his life's activities and that he can exert some influence on them. A third reason is that in the process of planning certain key interest or need areas may be more readily identified and affect his motivational state. Caution: DO NOT establish false hope in your students. Be realistic about his role in planning and DO follow through in implementing the plan. The adult needs to have confidence in you and your word. He will see through any snow job if you say one thing and proceed to do just the opposite. A fourth reason is that by planning together, the adult will perceive some sequence and organization in the learning experiences. Short term goals will be identified more readily; he will be able to guage his progress in meeting these goals; and as mentioned previously, he will be able to provide feedback on the relevance and realistic nature of the goals.

Let us now see if we can briefly summarize the key points made during this discussion of the psychological characteristics of adults which affect the learning process.

1. The self-concept, which in reality is a series of self-images revolving about the major roles that an adult occupies, is a great determinant of whether an adult will learn or not.

2. The adult's preconceived notions about school, the personnel attached to school and learning in general, can either lessen or enhance the likelihood that learning will take place.

3. Learning will more than likely be enhanced if our efforts as teachers are directed toward:

   a) Developing a more generalized positive self-concept for each of our adult learners.

b) Developing a positive self-image of the adult as a learner -- one not only capable but willing to learn.

c) Developing a readiness stage for learning by acceptance of the adult as an adult and by tapping his resources and varied experiences for use in the learning process.

d) Developing a flexible plan of action-learning in conjunction with the adult to ensure relevance, continued involvement in providing feedback, and further direction for modifying the plan of action.

e) Providing practice of the learned skills in a variety of life situations to ensure transf erability.

f) Providing positive reactions to the learning experiences leading to the adult's ability to evaluate his own degree of success and progress (an internal standard of success).

Therefore we have considered the factors of resistance, readiness, relevance, and reaction as important areas which provide direction for effecting learning in Adult Basic Education.

To bring these psychological considerations down one level of abstraction into a more concrete nature, let us briefly, in the time remaining analyze some of the key issues mentioned or alluded to during this discussion.

Adult's

1. Learning abi lity. The adage "too old to learn" is just not a valid proposition. Research indicated the adult's ability to learn remains high at least until the age of 50-60 years. True, certain content or subject matter poses greater difficulty to adults that others, particularly math. Verbal ability remains quite high throughout the life span. It is likely true that it will take more time for adults to learn certain things as compared with adolescents. This last item of information has great consequences for us as teachers. We need to develop a great deal of patience in assisting adult learners. When working wi th adults with less ability, we not only must re-double our efforts at patient guidance, but invoke ingenuity in our planning with these adults. In many instances, what an adult lacks in ability can be more than offset by his high level of motivation.

2. The role of reinforcement. A great emphasis has been placed on immediate and continued success by the adult learner. Success in an education venture is not only rewarded by the reaction of the teacher,

but should become satisfying to the learner--a reward in and of itself. Reinforcement is often external to the learner--a smile, a nod, and encouragement, particularly at the early stages of re-education. But, as was indicated earlier, the learner soon learns to guage his own success based on the available information. This can definitely reinforce that which he knows is correct and provide stimulus to move on (increased motivation).

3. The role of practice or repetition. Certain skills require attentive practice. . . be they learning to discriminate the letters of the alphabet, learning how to hold a pencil, or the procedure for adding or multiplying numbers. Practice in applying certain rules does not mean that the same problem be attacked time and time again. It means that the adult is given the opportunity to practice certain skills in differing contexts. He is provided a variety of situations in which to apply the newly-learned skills. He thus, hopefully, will be able to transfer what is learned to immediate situations in life. If this can be accomplished it will tend to keep the skills and the materials utilized relevant to his interests. We as teachers must consciously attempt to make the factor of relevance operable and visible.

4. The role of previous learning. The adult has a backlog of experiences which may enhance or hinder further learning. Another example, modifying incorrect labelling of letter of the alphabet, especially d's and b's, can be a trying experience. Re-learning can be a difficult proposition. Ingenuity is necessary to modify certain perceptions, but in a manner that reduces threat and the likelihood of boredom. Drawing on the strong points of adults can provide an avenue. Knowing the adult's interests and goals facilitates how we might overcome certain stumbling blocks. The teacher, in a sense, needs to manipulate these factors to the advantage of the adult.

5. The role of group activities. So much emphasis has been placed on individualizing instruction that it appears that group work has been slighted. One major area of the fully-functioning person is his ability to interact with others in what we call an acceptable manner. Certain communication skills especially those associated with speaking and listening can be accomplished well in a group setting. But they are woven into a topical area which has interest for the learners. Group work is tricky in that we do not have a structured setting such as the typical teacher-learner relationship, but a semi-structured setting. The stage again must be set with certain guidelines that are not unduly restrictive, e.g. the topic, procedures for gaining input and feedback, the atmosphere or climate must have been previously established to reduce the threat of the endeavor. It is unlikely

that the adults will participate meaningfully if they have not experienced a genuine relationship with you.

Not all group activities need to be large. A dyad or two adults, can work together in a reading activity such as swapping experience stories which they have learned to read. Peer approval is another source of reactions which we must consider. Obviously, we would want to ensure that each adult is ready for the experience. The teacher's perceptions of the stage of progress of each adult is crucial and dictates to a great extent when certain procedures will be most beneficial to the learner.

One final note seems appropriate here. We often assume that adults return to school for very specific goals. But what if this is not the case? Cy Houle in his research has identified at least three major sources of motivation to return to learning experiences: first, to achieve certain goals associated with the learning experience; second, to fulfill certain social needs; and third, to learn for the sake of learning. Group activities, while being productive for all three orientations may be very appropriate for the socially-oriented group. This factor of differing orientations to adult education further strengthens the contention that the ABE teacher MUST be able to relate to the adults in such a manner that the learners TRUST her, can confide in her, and can expect reasonable results from their educational endeavors.

In adult basic education, we are teachers of people, and as such we assume a much greater responsibility for the total development of the individual than might a subject-matter specialist.

"The Role of the Teacher in the ABE Classroom"

by

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I am going to give a little talk on what I think the role of the teacher in the adult basic education classroom is. I feel that whether you are in a traditional classroom or in a learning center, there are certain characteristics that are important to the role of the teacher.

It is up to you to use your good sense and judgement when dealing with a group to pick out the fundamental qualities and characteristics that you think are most effective in your particular situation. This afternoon, we will have you consider this as a sort of brain storming session on my part. I am going to throw out ideas and suggestions that I feel are necessary elements in successful and effective teaching. A good teacher is a good teacher and the characteristics are the same whether in the classroom or not.

When we think of teaching and of the role of the teacher in the classroom, how are we going to approach it? I like to think teaching is not only a science but an art form as well. When you go into the adult classroom, you will find that good teaching might be described as a human relations science for there is a great deal of human relations involved in it. It can also be described as a truly creative art form.

Some of the elements of good teaching we are going to talk about are the result of intensive research and experience. We are going to see what kinds of human relations experiences we have in the classroom and how we can be truly creative not dull or monotonous. How can we be effective teachers who can inject vim and enthusiasm into our teaching? You need to know not only the science of human relations techniques but should have the creative touch of the artist as well. I would also like to add to this the need for the creative touch of the dramatist. If you are a good teacher you should be an actor or an actress with sincerity and be able to thrust yourself into the situation because the class will respond to your enthusiasm. If you lack enthusiasm, they will lack it too which will result in a dull, monotonous experience.

The role of the teacher in the adult classroom, whether it be the traditional classroom or the learning center, demands a background

knowledge of the student. Some of the things that you might look for are: How secure or insecure is the individual? If you look into the background of these people, you will find that they feel insecure as job holders. They feel inadequate as they become or want to become functioning citizens in a community. They sometimes shy away from the civic and social life of a community because they feel inadequate or deficient. Frequently they lack knowledge of their community, their safety and health factors, their civic responsibilities. Therefore, they do not feel the sense of well-being - or happiness - that comes with being participating citizens and homemakers. This is why we feel it is the role of the teacher to try to get background knowledge of the students.

The role of the teacher in the adult basic education classroom also demands that you know your students. You have a responsibility as a teacher. I think sometimes we look at this responsibility and we become vitally concerned with teaching them how to speak, read and write, and in teaching them the fundamentals of arithmetic and mathematics. But we need to do more than this. We also have to search out ways and means for teaching the students how to apply these skills we have taught them so that they may become productive citizens in the community, state, and nation.

Malcolm Knowles, professor of Adult Education at Boston University, has written a book called Informal Adult Education. It is not Knowles' newest book but it is an excellent book and it has some practical suggestions for the teacher of adults. It is not written for teachers of adult basic education but it is written for teachers of adults. Many of the elements of teaching adults are the same. They apply to adult basic and they apply to all areas of teaching.

Knowles says in his book that teaching adults is rich in reward for people with imagination and initiative. Now those are two words I would like you to underline -- imagination and initiative. I see the role of the teacher exercising as much imagination and initiative as possibly can be mustered up for effective teaching. Knowles says every teacher can, if he wishes, strike out new paths with very good chances that they may strike gold in teaching adult. He says we are not limited by any set rules. This is one rule I would like to emphasize today in our discussion of the role of the teacher. There are not two adult students alike and there are no two adult classes alike so you cannot set up any hard and fast rules that say to be an effective teacher I do this and I do that. You have to search out the things that can apply to the particular group or to a particular student at that particular time.

Now what is teaching and what is your role as a teacher? What do

you see as teaching? There are many definitions of teaching but I think this afternoon I would like to throw out the idea that our conception of teaching should be what our conception of learning is. What is learning? Is learning just the mere ability to read? Or is learning more far reaching than this and is something that takes place within the learner which helps him to grow? In other words, in the adult basic classroom, we want to be concerned, to look at the total development of the student.

Find out what the student's needs are. These students come to your classes with needs. Help them to put forth an effort to meet these needs and you will have great joy in experiencing with them the satisfaction that comes when they see the results of their efforts. Real learning is when the learning that you help to impart becomes an actual part of the individual.

I would like you to look at the role of the teacher as more than just to teach reading, writing and arithmetic. The adults come to you because they have problems. I don't say you can solve all of their problems. You should become familiar with community agencies and what they offer. You as a teacher should fulfill your role by knowing the agencies in your community, knowing the other sources outside of the school which can help the individuals and then you can make referrals to help them to become more effective citizens.

This noon at lunch, someone said, "I am new in this field and I just don't know what to look for when I go into a classroom." When you go into a classroom, the role of the teacher, I feel very strongly, involves your ability to create an informal classroom climate. You are dealing with adults, not children and that is the difference. Adults should not be regimented. There should be an informal atmoshpere but informal only to the degree that dignity can be maintained. We can get too informal, sometimes. And when we do that, we get a bit sloppy in our teaching and our presentation. But you can have a happy, informal classroom of friendly, cooperative students where-in meaningful teaching is not sacrificed. But preserve dignity. Often the informal classroom climate can be initiated by knowing the names of your students. This immediately puts them at ease. I think it is a sorry situation when students have been with a teacher perhaps for three or four weeks and the student doesn't know the teacher's name because as the student might say, "He never told me." On the other hand, teacher go on for two or three weeks and they don't know the names of their students. How do you refer to a student if you don't know the student's name other than by pointing, and they don't like to be pointed at, or by saying "you" or just nodding? You can immediately establish a friendly atmosphere if you get the names of the students. Now some will say, "I just can't do that." But when you are challenged to do it, you should try to do it. I still like to see a young teacher address an older

student by Mr. or Mrs. Frequently, they have never had this title applied to them. They have always been called Tom or Jack and have never had the dignity of Mr. or Mrs. If you happen to be older and have young students, you may feel rapport may be better established if you call them by first names. The role of the teacher is informal but dignified.

What are some of the characteristics and qualities we look for in a teacher that should be part of the teacher's role? We look for a teacher in adult basic who is understanding. We look for a teacher who is broadminded and tolerant. We look for a teacher who is patient. But I don't think your patience is tested to any great degree because the effort adults put into their work makes you forget that patience is a necessary quality.

We look for a teacher who in knowledgeable. By knowledgeable, I mean knowledgeable about the background of the students, knowledgeable about good teaching techniques, knowledgeable about how to create an effective learning experience in the classroom, knowledgeable about students' anxieties, frustrations, about their past experiences, about their ambitions, about their problems and their successes.

To be knowledgeable about students' background is particularly important in the adult basic classroom. Perhaps the students in their work-aday world have had more experience than we in some of the material to be covered. Frequently you can draw out from the students their contributions and sometimes in a teacher-learner situation make them be teachers. Next week I am going up to Gorham State College in Maine where I have been asked to do a demonstration lesson in consumer education at three different levels. The subject that I was asked to develop for this lesson was buying a car. I know very little about buying a car but I have to find out. It doesn't frustrate me because I feel that these people are going to be able to contribute a lot to it. We are not going to tell them that we are going to teach them how to buy a car, but that together we are going to talk about it. This is just one way you can very often be effective and still fulfill the role of the teacher - if you let your students help with their contributions. Frequently you can say to them, "What speakers would you like me to bring to the class? What are the things you would like to know?" If they want a person from a health source, your board of health, or one of your health agencies - you can work with them before the health person comes and let them contribute to the lesson. For example, you might ask, "What are some of the things you want to know from this speaker? What are some of the things you would like me to tell the speaker about before he comes?" In this way the students will feel they are a vital part of the learning situation.

There is much in adult learning theory about actually identifying the needs and interests of adults. Adult basic education students are no different from any other adult students as far as the role of the teacher goes. I think some of their needs and their interests are more evident but the question is can we actually identify their needs and interests? We definitely have to work hard at trying to because very often what we express as their needs are sometimes our own interests. Do we have the ability to identify and distinguish between an interest and a fundamental need? Sometimes we adults don't actually know our needs. But I think our adult basic students have needs which are more evident. They need jobs, job promotions. Some of them want to get drivers' licenses. They have a particular need for meeting the requirements for getting a driver's license in a particular state. These are the evident needs, but throughout your classroom teaching, the role of the teacher is to be alert to the needs and interests of the students. Here again, if you establish your informal classroom atmoshphere, you will establish a feeling of trust and confidence on the part of your students and gradually in your role as teacher, get them to talk with you and express some of these needs and interests.

This leads to the role of the teacher as a counselor. You have professional counselors in every adult basic education program. But the teacher has a role as a counselor also. The teacher is really the one who is in close contact with the students. In learning are you just teaching the fundamentals of reading, writing, and arithmetic or does learning really mean some attitudinal and behavioral changes? If it is true learning, it should bring about attitudinal and behavioral changes among your students. Through your personal knowledge of the student, the teacher has an opportunity to find out about the student's weaknesses, his strengths, his fears, frustrations, anxieties, hopes and his ambitions. In your work as a teacher, you should try to establish a trust and a confidence so that your students will feel free to confide in you. The teacher, fundamentally, is not a professional counselor but you should be knowledgeable. You should be quick to refer your student to the guidance counselors employed in your program. You should also be able to make referrals to outside agencies when your students need the help and assistance of these particular agencies. If some of these things are reserved, administratively for the counselor program, then you know what you can do and what you should refer to your professional counselor. There are certain guidelines in every school system with regard to this.

The role of the teacher also includes the very fundamental and important task of judging the physical set-up of the classroom. Frequently, in your assignment as a teacher, you may be assigned to a beautiful learning center with all kinds of equipment. Or you might be assigned to an unattractive room somewhere which has been

selected because it is located in the immediate locale of the students and is easily accessible to them. What do you do to make the climate of learning attractive? There are many things you can do with teaching equipment that will make students forget the unattractiveness of the room. You can teach anywhere if you are a good teacher. What do you do to make the students more comfortable? What about the lighting? Can you do anything to improve this? What arrangements do you make with the grouping of the students? You are not going to get all ideally graded classes. I think graded classes are fading into the background more and more. Once you have had students for awhile, some advance more rapidly than others so that if you are alert, you are going to find out that you are going to have to do group work in your class sooner or later. What facilities do you arrange for so you can have comfortable grouping of students?

Also in your role as a teacher, you should try to be knowledgeable about the psychology of approach in an adult classroom. You can find out about this in a Malcolm Knowles book, Roby Kidd's book, How Adults Learn, and other books from the library. Someone said that students don't learn as a result of what the teachers do but they learn as a result of what teachers get them to do.

What about motivation of students? Is it necessary to motivate adults? Or is the fact that they come voluntarily sufficient motivation? Adults need to be motivated. Adults who come to your classroom need motivation. So here again is a vital element in the role of the teacher. How do you stimulate motivation for learning? What can you search out in books that have been written on adult education about motivation? Is motivation sufficient if there is just a desire on the part of the student to emerge from the classroom with more knowledge? Is this sufficient motivation? What else can you do to motivate the student? When you try to determine why students have come, you find some of them come to learn but many of them come seeking companionship. Many of them come to have a feeling of belonging to a group. So you can motivate them, not only by efficient teaching techniques, but also by giving them a feeling of the security that comes with belonging . You can motivate them by giving them an opportunity to work together on worthwhile projects, by giving them an opportunity to utilize any leadership skill. It may be very small but try to draw out from them and give them the opportunity to take a leadership role. These are all motivations. These will all contribute to the learning motivation.

You will learn in the psychology of approach that an important element is not only how you approach the students and satisfy their basic need for recognition but that adults come also seeking support. They need encouragement. We sometimes don't think that a word of praise, a smile on a teacher's face or a nod of recognition stimulates motivation. At graduate level, what do you do when you get a term paper

or dissertation back? Look at the grade? What do you do when you receive the certificate when you have completed the course? You look to see what sign of recognition you have to show that you have done the job satisfactorily. The adults in your classroom are no different. They look for a few words of praise, they look for little symbols of recognition that they have done something satisfactorily. We don't have to have formal grades. We can just have "good", "very good", etc. This will be sufficient for them. They like to know that they are right.

Also, in the classroom, watch and analyze the kind of approach you have. Is it merely a teacher-student approach? Or is it a teacher-student communication? Even more important is student-student communication. Watch to see that you have these three types of communication going on.

Also it is the role of the teacher to stand back and look at himself or herself in the mirror. Look at your image as a teacher. Your students are not going to tell you what your image is. They may tell you in a nice way. But if it isn't a good image, they will never tell you and may never come back to tell you. There will be absentees or dropouts. If your image is good, sometimes you can tell by the expression on their faces. I think you can tell your image is good if you can hold your class. Please don't feel that I am saying that if you have a sizeable class and at the end of six months, you have a very small class, you have been a failure. There are many circumstances over which any teacher has no control. But when there are circumstances over which you do have control and you lose your students, then you have failed in your image as a teacher. Look at yourself and begin to think, "As I go before my adults, what is my image? What about my personality? Is it pleasing? Am I helpful? Or do I stand there with my arms folded? If I happen to be in a learning center and have all of the program material available, do I let the program material go to work for me so that I have an easy out sitting down? If I am using program material, am I on my toes every minute helping some student or giving guidance as I would be in the traditional classroom if no materials were available?" I have to create and initiate my own materials. So this is the image. Am I alert? Am I helpful? What about may manner as a teacher: Am I friendly and at the same time dignified? What about my facial expressions? Do I take the time to smile? How do you react to a person who doesn't smile back? How do your students feel when you are up in front of the classroom if you don't smile? What about your enthusiasm? If you radiate enthusiasm so will they. If you radiate dullness, so will they. If you radiate monotony, so will they. What about being on time for my

class? Are my students sitting there doing nothing, waiting for me? How do I speak? Do I speak distinctly? What about my inner feeling about teaching adults? Do I actually enjoy it? Do I enjoy it to the degree that I want to go into the classroom prepared or is it a moonlighting job where I am taking it to increase my income and don't have any time to do any preparation because I am just too busy with other things? When you take on adult education, it is a great responsibility. These adult students are entrusted to us and it is our role as a teacher to go in prepared to use every minute of their classroom time to their best advantage. What kind of a teacher am I? Do I sit at a desk all of the time? Or do I walk around the class, am I up on my feet?

About a year ago I was visiting a class with program materials. A group of six of us were visiting and we went into one class. There was a group of six students working with the materials and they kept working while the teacher stood at the back of the class with his arms folded. I thought, "I wander what he is eventually going to do?" But eventually he did nothing. Then our time was running out so we had to leave. I wondered if he would say anything to us. As we were leaving, he came over to us and began explaining that they had this wonderful program material, that they were all working at their own rate and that they were on all different levels. What was his role as a teacher? Was his role to stand at the back of the room and fold his arms? Or was the role of the teacher - the active, effective teacher - one who is with his students one to one. You have slow learners and you have good learners and you have to guide the good learners and help the slow learners. That is what should have been his job.

Now what about your role as a teacher in regard to teaching procedures? We have to consider our teaching procedures. We have to be imaginative and we have to be creative. So often teachers say,"I don't have any materials and can't do anything." You might do your best job when you don't have any materials. Teachers have been equipped with all kinds of materials and some of these materials have never been used. You will find with each group that there is no one text book, no one publisher that meets the needs of the diverse interests of your students. There are dozens of textbooks that will meet the needs of your students. If you want to apply your teaching material to the local needs and interests of your students, you will find that your teacher-created material is the only material by which you can do this. So don't be afraid to try teacher-created material. Very often I get the argument that, "I don't have time to do this." If you don't have the time to do this, you are not going to get the full satisfaction and full richness of teaching an adult class. If you do your own teacher-created materials, I don't mean all of them, but occasionally so that you can bring out some local facts for meeting the needs and interests which you won't find in any national textbook,

you will find much more joy in your teaching and be more effective at it. In regard to your teaching procedure, I always say that the good teacher conducts his or her class so that his students never know what is going to happen next. There is always that element of surprise. I think every minute of your classroom time should be so vital that no student will want to be late because he won't know what he is going to miss. Always have some different procedure so that every time your students come to class, you have some teaching procedure surprise - something new, something different. You can do this in the traditional classroom and you need to do it in the learning laboratory too. There are times in the learning laboratory when you should bring your students together as a unit so they will get this feeling of belonging to a group. They are individuals, they are progressing at their individual rates but they also want to be members of a group. If you seek out material on teaching devices, there is a national publication called Techniques published by the National Association for Public Continuing Adult Education, 1201 16th Street, N. W., Washington, D. C. Techniques gives some excellent techniqes for teaching adults. I think the role of the teacher is to constantly search out new ways of doing things. You can supplement your program material with this idea in mind. For instance, there may be a completion test in their programmed learning. You may do it a little bit differently with a supplementary mimeographed sheet that will reinforce the learning process but still present it in a slightly different manner so that they won't feel that it is a monotonous drill.

The role of the teacher is also to search out the different levels within the classroom. It is the easiest thing in the world for a teacher to go into a classroom and teach all of the students the samething. But we do have a responsibility to recognize individual differences and to give each student material at his or her level. Although it means more preparation and more planning, you will have a greater joy if you recognize the different levels. If you are imaginative, if you are creative, you can sometimes cover the same subject matter so that in your preparation any illustration material that you bring in can be common for all three groups. You can manipulate three groups at the sametime. They can write at the same time but write at different levels. They can all be tested on reading comprehension at the same time. Because they speak English, you can throw the simpler questions to the less advanced people and the more difficult to the more advanced. What the more advanced contribute will help the others orally even though they can't read it. If you have teaching devices, and it is the role of the teacher to develop teaching devices such as wall charts, you can get three or four levels working at the same time. They feel that they are a group and yet they are working at different levels.

Program scheduling is also a part of the role of the teacher. He must think about time allotment. If you don't have some schedule of time allotment, some idea of how much time you are going to spend on this, your time element in the classroom is going to become very unbalanced. If you need 25 minutes when you planned 15 because the group progressed a little more slowly than you planned, by all means take the 25 minutes. But when you take an over balance of time, perhaps on speaking, then the time needed for reading is lost bringing about an unbalanced program.

Here then is the gist of my talk: The role of the teacher is to know how to evaluate instructional materials. There is a wealth of materials available to you but as a teacher, you will have to know how to evaluate it. In Teaching Adults to Read you will find about fifty points for book evaluation. I read it with interest because I co-authored a reading text for adult illiterates. This book should help you to evaluate but also, you should be able to evaluate materials from the standpoint of the needs of your students in your own particular classroom situation.

With all the materials available in the classroom, you should use more than just textbooks. Think of all the audio-visual aids and teaching machines that are available. These include tape recordings and reading machines. Think in terms of the audio-visual aids. Posters, pictures, chalk boards, flannel boards. Think of all the materials that you can use to inject enthusiasm and zip into your teaching. Think of field trips as a sort of teaching. Think of a thousand ways of doing something. Sometimes I think somebody should arite a book called, A Hundred Ways of Doing Things. With imagination and creativity, you will find hundreds of ways of doing the same thing. In other words, you can cover the same material in numerous different ways.

Now what about student retention? It is a role of the teacher to be responsible for student retention, student follow-up, and student recruitment. Once your students are recruited, what is the role of the teacher in trying to retain an adult class? You will have to work at it. You will not keep your students unless you make their learning experience a vital one. I said there are circumstances over which you have no control. You have not control over transients. You have no control over their job situation - going on night shift, for example. If you started with 20 students and you have 8 left at the end of your teaching period, analyze the reasons why the twelve students left. If you find that you do not know why of the 12, 10 have left, then you will have failed as a teacher. For often, a note or a telephone call telling them you miss them. will bring them back to class. You are not bringing your students back just for the sake of holding class but you should be bringing your students back because you should be a contributer to learning and you should feel the

responsibility for helping these individuals learn and become more responsible citizens. Every night, at the end of your class, you should think about whether you have given your students a reason for returning. Have you given them some challenge so that hopefully every one of them will go out of the class feeling they can't wait until the next class starts.

What do you do to stimulate attendance? Do you have any kind of certificate? Do you give any kind of recognition?

How about your role as a teacher in keeping up to date on new teaching techniques? You won't go out of this workshop equipped with teaching techniques to last you forever. You should be constantly on the alert in your search for educational journals, periodicals and new books that will help you to become better teachers. Most of all, you should look at yourself and decide what kind of teacher you will be.

I want to end this talk on the role of the teacher with this little anecdote. In A Man for All Seasons, St. Thomas More said to Rich, "Rich, be a teacher, but be a good teacher." Rich said, "Who will know?" And he said, "You will know, your students will know, God will know. Not a bad public, you know."

"The White Appalachian - Down Home in the City"

by

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The view taken by social scientists and sociologists in particular is that a country is made up of a general culture with many sub-cultures and a myriad of mini-cultures. To understand the white Appalachian it is necessary to think of the people across the breadth of the land. The following quotes will introduce the reader to the people.

People

"So, you want to divide all of the money there is and give every man his share?"
"That's it, put it all in one big pile and split it even for everybody."
"And the land, the gold, the silver, oil, copper, you want that divided up?"
"Sure - an even whack for all of us."
"Do you mean that to go for horses and cows?"
"Sure - why not?"
"And how about pigs?"
"Oh to hell with you - you know I got a couple of pigs."

The People, Yes!
Carl Sandburg

The dominant aim of our society seems to be to middle-class-ify all of its members.

John Dollard, 1937

They keep telling you about job opportunities, this job opportunity, and that, but who wants a job working all week and bringing home a sweat man's pay?

Man - Aged 18
Youth in the Ghetto

Dear Abby:

I took my freshman year over again and I am still a freshman. In other words, I failed everything again. I admit I fooled around the first time, but I really tried to make it this time, but the work was too hard for me. My parents don't believe me. They think I let them down, but I really tried my best.

I would like to quit school and go to a trade school, but my Father says I have to graduate from high school if it takes me 10 years. What can I do?

Ashamed
Unheavenly City

"Picketing and marching ain't getting us anywhere, man," said Byron Washington, a 16-year old, 11th grader who was arrested during this week's riots for having a rock in his hand.
"The whites got to face it, man, this is a new generation. We aren't going to stand for stuff our mamas and fathers stood for. Look at me, I've got a B average, but I can't get a summer job, and if you don't work, you can't afford to go to college."

New York Times
July 14, 1967

No, my parents were not married. I don't think they even lived together. I must have been a mistake.

Yes, my parents were divorced. My father was a drinker and would beat my mother. He spent most of the money on drinks.

My mother didn't love my and my brothers didn't either. I felt ugly and unwanted by everyone.

I thought marriage would change my husband - stop his drinking habit. He only got worse.

Understanding the Multi-Problem Family

Down Home

Down home is the Appalachian region of the nation and is thought of as the back woods of the nation. This area is approximately 600 miles long and 250 miles across, touching at least 9 states and called home for 8 million people.

The region is bounded on the east by the Blueridge Mountains, leading down to the tidewater area. The western edge is made up of the Cumberland Plateau. The Cumberland Plateau consists of a series of valleys and high ridges which tend to isolate the region and its people from the remainder of the nation as well as each other from valley to valley. The central valleys of the Plateau are in central, southern and eastern Tennessee and southwestern Virginia.

Scanning the land, an alert observer will see the following:

1. A country made up of many narrow valleys and high rocky rough ridges.

2. Walking or driving along the valleys one would note:

   a. a meandering polluted creek

   b. Small, poorly constructed buildings along the creek bank. These building include homes, small stores, churches, etc.

   c. A narrow road that usually follows the course of the creek. The road bed is either dirt, gravel or black top depending upon the particular section.

   d. A rusting railroad track that also follows the course of the creek.

3. Looking upward to the hillside there are:

   a. Abandoned mine openings - some are large, some small, private and corporate owned.

   b. Rotting tipples and coal shutes

   c. A rocky hillside garden

   d. A scrub growth of timber and bare rocky areas.

   e. Perpendicular farm land that must be worked by hand and small farm equipment.

   f. White fenced family graveyards

4. In these valleys are found the coal camps that flourished during the 1920's, 30's and 40's. Most coal towns are now in the past. Observing a typical coal camp certain characteristics emerge:

a. The town is company owned. The homes, store, fountains, theater and the mine.

b. The owner is usually absent and lives in a large city. Sometimes the town is owned by large mining coporations.

c. One man, the superintendent, is responsible for the whole town.

d. The system is almost a welfare state of its own. The men work in the mines, buy needs and wants at the company store and pay rent for the company house. Most companies had their own money called "scrip". Many Appalachian miners never had the pleasure of using regular currency.

5. The county seat is the "big city" of each county. The average Appalachian thinks of the county seat being:

a. The place to trade and swap stories on Saturday.

b. The home of the high sheriff, the superintendent, the barber, and the other people who don't give a poor man a chance.

c. The town that has the only chain grocery store in the county.

d. One eastern Kentucky County is described as follows: (1960 Census data)

1. A county seat with a population of 3,211 which is 493 miles from Chicago, 200 miles from Columbus, 388 miles from Detroit.

2. Has a total population of 25,258. There are 1187 men available for employment and 1511 women.

3. County sources of income are:

(a) All industries pay a weekly average of $51.89.

(b) Kentucky industrial pay averages $83.44

(c) Manufacturing pays a weekly average of $47.20

(d) Kentucky manufacturers pay a weekly average of $96.07

(e) Per capita income in the county is $501.00. For Kentucky

$15373.00, for the nation $2223.00.

4. This county ranked 119th out of the 120 counties in Kentucky as related to income. Kentucky ranks 46th nationally.

5. The largest manufacturer in the county employes 150 persons.

6. More than 64% of the population receive some kind of welfare aid.

The People of the Region

The white Appalachian community thought of as the "hillbilly" receives many visitors to see what "real" poverty is and what is being done. Driving along Route 80, the reader may meet the following persons, hear and feel the reactions or silences.

1. The Visitors

   a. Supervisor of Pupil Services

   b. An elementary school principal

   c. An ABE teacher

   d. Magazine writers

   e. Television film producers

2. Comments and scenes along the Route 80 from Manchester to Hindman

   a. "Jesus Christ, stop and let me get a couple of shots of that."

   b. "Boy! that's real poverty stuff there."

   c. "Look at that grubby cabin on stilts, let's interview the old woman sitting on the porch in the rocking chair."

3. Personal reactions of Hillbilly

   a. Visitors take advantage of slow learners and "white trash"

   b. The shrewd business man or woman gets better than average

prices for motels and retirement services.

c. The average citizen resents the intrusion and the slanted stories and pictures.

4. Who is the White Appalachian?

a. An indolent comic-strip character who sits in filth and mouths witticisms

b. An animal-like creature who reproduces at an ala rming rate, drinks to excess, and lives without respect for society and its laws.

c. A stoic, hard-working man, jealous of his independence, who heorically spends his strength trying to scratch a living from the hillside.

d. An atheist who lives by the creed of the moonshine still and the big rifle.

e. Is he a man with a days faith in our eternal God, a man who lives only for the rewards of the hereafter?

f. He is all and none of these - Classified because of geographical area. Stereotyped as non-Texans or having a big mouth and a gushing oil well.

g. There are hillbillies who live in almost every conceivable kind of rural circumstances.

h. There are hillbilly teachers, doctors, lawyers, dentists, and ABE supervisors.

5. Hillbilly Characteristics and Values

a. Individualism - a fierce independence - too poor to paint - too proud to whitewash

1. Isolation
2. Separate life from other families and country
3. Protector and provider in own way
4. Very little community activity - no community organized
5. "Private good" before "public good"

b. Traditionalism

1. Old timer ways
2. a 30 year resident is new in the area
3. Looks backwards - more pleasant times
   a. nostalgia, family all together, home place (homestead), ballads
   b. The good life - present life is a veil of tears, good old days, "golden streets of heaven." Eg.

"I'm only going over Jordan
I'm only going home
I'll soon be free from every trial
My body asleep in the old churchyard."

c. Fatalism - a buffer against failure and disappointment

1. "If that's the way God wants it, I reckon that's the way it'll be. We just have to take what the Lord sends us. He knows best."
2. "Nowadays a person has to live pretty much for today and let tomorrow take care of itself."
3. "No matter how much or how little you take care of yourself, you are going to die when your alloted time is up."

d. Episodic life style (action seekers)

1. Action seekers as opposed to routine secure life
2. Looks forward to weekend drinking bout, auto races, poker game
3. Method of counting time

e. Fear and anxieties

1. Afraid to speak or lead a group discussion
2. The man will get you - carry you off (child discipline)
3. Ghost stories - graveyards
4. "Don't meddle" - law will settle
5. Fear of failure - no self-confidence - must rely on other "kin" for support

f. Person oriented

1. Doesn't work for objects, money or job

2. Wants to be liked, accepted and noticed
3. Life goals are always achieved in relation to other persons

g. The family

1. Close knit - there are so many you never know your relatives
2. Children - important - adult directed
3. Babies - all hillbillies like babies. Leslie County, Kentucky has the highest birth rate in the country.

The City

Typical comments heard by social workers in urban setting who also work with the 100,000 yearly migrants.

"I had thought about moving back to West Virginia, but then I thought about the work. The only thing that pays like Chicago is hauling whiskey and I couldn't do that."

"It's a workingman's paradise. There are good jobs. I don't want to work in no coal mine, and if I went back to Virginia that's what I'd be doing."

"If you can do anything at all, you can always get a job in Chicago. Even if you don't know any kind of work, Chicago is better than Kentucky or Ohio."

The hillbilly and the city

A. Viewpoint - a way of life

1. Economic opportunity - jobs
2. Always temporary - strong attachment for rural life
3. Dirty, crowded, noisy
4. Fear of negroes and other "unknown strangers"

B. Housing

1. Scattered - poor to average
2. Rent - furnished - trailer camps

C. No minority group feeling

1. Invisible
2. Lack of "city ways."

d. Inner city - a way station

e. Community rules constricting

1. Yards - dogs
2. Neighbors - close - complaining

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"Cultural Aspects of Black ABE Students"

by

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Here are national figures taken from Management Technology Inc. in its 1969 report titled A Comprehensive Plan for Solution of the Functionally Illiterate Problem: 24 million educationally disadvantaged adults were identified, yet, only 1,264,000 adults had been enrolled in ABE programs through the fiscal year of 1968 according to the U. S. Office of Education figures for that year. Thus, approximately 5% of the total target population has been enrolled in programs. If we began measuring this paltry sum against those who enroll and leave, you can see the utterly ridiculous figures we would be left with.

May I stop right here and say that the only time you will ever hear me use words like "culturally, educationally and economically disadvantaged" will be a direct quotation of some report. You see, I have come to know that the only reason the black man in America fits these terms is due to white America's racist practices in education and economics. You see, the term racism doesn't sound very good and, not wanting to be called a racist by the world, white sociologists have come up with terms to explain away the cruel treatment Blacks, poor whites, Indians and others experience in this land of liberty. So, instead of calling the shots right, Black and other groups of citizens became "culturally disadvantaged", "cognitively deficient", and "educationally and economically disadvantaged." I daresay that racism is such a part of American life that without some tremendous acts of goodwill by people in high places, the serious trouble of the past will become "boss trouble" in the future. For the "culturally disadvantaged" in our audience, that term represents just about the worst trouble there is or could be.

Getting back to facts and figures, locally Columbus has approximately 50,000 persons living in its inner-city who need the services of ABE. Only a small percentage are in the program. In terms the business world understands, and surely adult educators, we just "ain't cuttin' the mustard."

Let me try to give you my personal views concerning the job we must be about if we would be worthy of the title professional adult educator. I'll

do this from a black prospective for three obvious reasons:

1. I'm black.
2. All my work has been predominately within the black community.
3. My academic work here has been in and is presently being done about, with or for persons needing ABE who are black.

Your program lists my offering as "Cultural Aspects of ABE Students", so the three facts just mentioned dictate that I not speak of the Appalachian white or some other group. I have news for you, the program could have said "Cultural Aspects of the Swedish ABE Student" and you would get those aspects of the black participant--or is that another obvious fact?

Black adults, and particularly those in need of the basics of education, have been told from birth that they were second-class citizens. They further have had the facts of this second classness forced on them 24 hours a day up to the point where you receive them in your ABE programs. The average ABE participant who is black was born in the poverty of a northern ghetto or in utter misery of the rural south. He has been forced to live, work and attend school, not where he wanted to, but according to specific locations strictly defined by the larger society. For those of you who might doubt the truth of such conditions, let me try to explain.

Public school systems nationally are set up by and large on the neighborhood concept. The black adult in need of ABE lives in the ghettos of the inner city or rural south. Thus, he is forced to go to the school in his immediate neighborhood. He goes to that neighborhood school until he is forced out to work or from poor teaching. For those who might say that black people can move out and about in this "land of the free and this home of the brave", think about what it takes to move out of the ghetto on the salaries paid by American business and industry to those persons categorized as "functionally illiterate", which is the ABE adult. Moving out of the share cropper role of the South is even worse. Now, if this type of person is lucky enough to hold a job paying enough to live on, and is thrifty enough to not be overcome by installment buying, and has blackness enough to not be overcome by white commercialism via T. V., radio and the press, he will be able to save some of his money. Just think, what if a black ABE prospective participant was able to withstand all the miseries of poverty--alcohol, crime, poor housing, bad teacher, the works --think what happens if he dares to buy a home or rent outside that ghetto or of Mr. Charlie's farm. The real estate brokers enter to protect the property of white suburbia, plantation owners protect themselves, thereby protecting their segregated schools also.

Ask any inner city resident why he doesn't move and the answer has to

be no money, no job or something directly connected to money, job and education -- all controlled by white business interests. As I indicated earlier, the type and amount of schooling received depends upon where you live. You might ask what about those blacks who have "made" it judging from the amount of education received or the money they make. I would answer: First, the bulk of Black America still lives in Harlem, southside Chicago, westside Detroit, eastside Columbus or inner-city of any U. S. city big enough to have a ghetto or the rural south. Second, for those like myself who at one time thought I had it made, we live in a ghetto, the only difference being it is not at the hub of the city. My parents in 1953, by working three jobs between them, were able to move off 20th and Toronto streets on the east side to 11th and Cleveland. I want to tell you we had hope because Momma said, "Now you kids can go to 'good' schools like Linmoor Junior and Linden McKinley Senior High School." We were one of the first black families on our street. I don't have to tell you what happened. Those white folk ran like rats from a sinking ship. Those homes were sold at a loss to black people. Linden McKinley High School went from 75-80% white to 85% black in 10 to 12 years. The point being, black people may leave the inner-city ghetto and its poor schools for the outer city ghetto -- its "good" schools, but you can bet one black family on any street in America will cause more moving than Allied Moving and Storage can handle.

The point I am trying to make is simply this: you who bear the title AB Educator must realize that what you receive in your programs are people who have traveled the rough road of joblessness, poverty and despair. They have lived through failure in the schools. They know only too well the horrors of our present day system of education which before 1954, was openly segregated but has since become inner-city and outer city education; which is just a new twist for the same old double standard of segregated education. They have been forced out or were never able to get into school. Few though they are, these persons are coming back for a second or third, and most often, a final crack at educational betterment. If you are men and women of good will, you just can't allow this last grasp at education to fail. Teaching, counseling, and administrating such adults takes much courage and skill, but above all that, it takes acts of human kindness for you to get the job done. Paul Goodman says, "Our typical schools are designed for failure." John Holt says public schools "avoid the promotion of significant learnings." Finally, John Gardner says of our public schools, "They shield children from reality." These are quotes from a few of the many educators who daily exclaim the horrors of our present system of education. You in ABE must not add to such a process by allowing such things to be said about ABE. "How do I do this?" you may ask. You must start with yourself by asking and answering these questions of yourself. How do I feel about black people? Do I see them as equal to me, or are they black first and equal second? Am I truly committed to ABE? Am I

willing to spend countless hours learning with the participants? You ABE teachers, couselors, and administrators represent the last hope of a special group of adults. All ABE participants are special for obvious reasons, but that black group of ABE persons I consider special-specials. Let me explain.

The black ABE students lack the basics of education of the other ABE participants; they work at the meager jobs offered by business and labor to their lot; school for them is a bad memory. In these respects, the black ABE participant is as special as his peers. I say the black ABE participant is special - special because on top of all this just mentioned, his skin is black thus making him stand out from the rest. His color, my friends, makes him different from all the other ABE participants, but ironically, his skin color makes him just like me. This land in which we live has dictated that it be so. America has done this from the very outset so completely that without tremendous acts of humanity, I spoke of earlier, by individuals like yourselves, this country is going to be in graver trouble socially in the months to come than those troubles of the past or the ones of the present.

Let me describe what I term a typical black ABE characterization. The ABE participant who is black first of all, is a victim of discrimination. This discrimination he has known since birth, so don't be alarmed by his suspicion of you as a professional. His reaction to you will depend upon the degree of discrimination he has encountered in life. Basically, he will show insecurity and will be sensitive to racial slights. This person no doubt has been denied membership in labor unions, clubs, and other places because of his color, so don't be alarmed when he shies away from social interaction with you, if indeed, you have convinced yourself of the need for social interaction with him.

So I view the ABE participant as having come to a very important decision, namely, that education, crooked and unequal though it has been, holds something of value for him. Such persons have thrown off the pride that goes with the non-functioning state of functional illiteracy; and replaced it with an open, frank, and sincere sort of pride which makes them able to put in motion the wheels of learning which have been dormant for so long. You must be able to teach, counsel, and administer programs that build on this frankness. You must believe that learning is possible for this person. You must be as willing to work for this learning as much as the black ABE participant if you intend to retain him for any length of time.

Finally, I would be amiss if I did not make some reference to the young black people of today. For want of a better term, let me call it "New Black Awareness." This poses some new challenges for you as AB Educators.

Due largley to the youthful minded, black people are demanding better schools, teachers and programs. So don't be surprised when you are challenged by some of these young minded individuals. During my last teaching year with Jim Vicars at Mohawk High, I encountered some of this new Black awareness. Young hip ABE participants were mixed with the older persons. Rather than the gentle, grateful, receptive, apologetic attitudes expressed by the older adults, these younger individuals demanded answers and offered what some might consider threatening solutions to social problems. They further blamed the school and its personnel for failing them; a far cry from the sentiments expressed by the older adults I had become accustomed to in earlier ABE experiences. In short, an increasing numberof the black ABE participants blame educators and the system they represent for their failures; that includes you and me who profess to be professional adult educators.

My message to you then, is to be 1) genuinely concerned about the special and the special-specials because this is what you profess to be. 2) Do be honest and open with each and every ABE adult. 3) Allow yourself to be human and learn and make mistakes with your classes. 4) Don't allow anyone on the professional staff of your particular program to be aloof to the adults you serve. 5) Finally, prepare yourself for your work by coming to grips with the shortcomings peculiar only to you. If you are prejudiced against the special-specials of ABE or the Ph. D., admit it, remembering that this is the first step toward ridding yourself of the cancerous disease. Then do something to show your concern other than claiming membership to the NAACP or being on the payroll of an ABE program. Because, if this is what you consider showing a concern, I would call you Nixon and place you squarely in the camp of his administration which officially says, "Nee-groos have made real progress --so much so, in fact, that we can and should enter into a period of 'benign neglect'." This is the view expressed by presidential advisor Daniel P. Moynihan. This view was backed up by facts and figures of the "Nee-groo" progress in any number of areas. In your positions, you know that this nation must never benignly neglect black American doctors, lawyers and teachers to say nothing of the black ABE adult.

So commit yourselves to the task of making life worth living for such individuals through educational programming designed to improve self-concept as well as providing the basic skills of the three R's. If you do these kinds of things, we won't have to worry about holding the adult and I have a sneaking suspicion that the reward will be so great that the present worry over program cuts will become extinct because the impact will be felt in Washington--crystal clear. In conclusion, if you do the kinds of things outlined here, the job will be done.

"The Learning Laboratory"

by

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I want to talk this morning about the learning laboratory as we see it in this state. I have several ideas about this. First, I think, obviously, programmed learning is in no way new. This is nothing we can claim credit for, we are not particularly innovative in using programmed learning as it has been around for some time. I have a feeling, and I think it is fairly well documented, that programmed learning was oversold initially. People expected too much from it, and after an initial burst of enthusiasm, it has kind of died down.

We feel, however, that programmed learning as we envision it in the learning laboratory is uniquely applicable to adults, adult needs, and interests, and of course to adult basic education. The use of programmed materials in adult basic education was pioneered in the states of New York and North Carolina.

Two years ago Jim Miller, Ken Gartrell, and I went to North Carolina and spent three days with Hoe Carter who was director of programs. We toured the state and visited its learning laboratories. North Carolina has quite a different structural base than we have in adult education. They are able to do more with the learning laboratory than we have been able to do to date. Naturally, we were very impressed with what we saw in North Carolina and when we got back we called an inservice meeting with our program directors. We had Joe Carter and several members of his staff come up and meet with those who we felt would be interested in implementing programmed learning.

We spent most of the first year in tooling up, getting people acquainted with the idea of programmed learning, and how we thougth it should work. So last year was really the first year that we had programmed learning laboratories operating the way we feel they should be operating. This was in the 1969-70 school year.

The locations of our adult basic education programs in 1969-70 numbered

around 85-88. I think if there is anything significant about this, it is that we have operated labs in the big cities, in rural areas, in the agricultural areas, in the central part of the state as well as in the northern part of the state--pretty much with equal success.

As a contrast to the learning lab approach, we speak of the traditional classroom approach. There are problems inherent in the traditional teaching situation. The chief problem is on of individualizing instruction. We have all given a great deal of lip service to individual instruction but unfortunately, all the way down to the kindergarten level, it doesn't take place as often as we would like to see it. We have the problem, consistently of teachers' assumptions. We have traditionally viewed ourselves as dispensers of knowledge. We like to stand up and throw out facts and have the students be receivers. We also are prone to make assumptions as to what adults need. We assume need priorities and are not always accurate about them.

We speak about short term enrollment, I think you know that our state program is based on 150 hours of instruction but not very many adults attend class for 150 hours. In fact most fall far short of that so we do have a short term enrollment problem.

We find that job shifts particularly are a problem. In many of our small areas, E. Liverpool is an example, almost all the working men are on alternating job shifts. There is also the problem of babysitting and other problems of this nature that adults face. Holding power is rather an unknown factor with us.

We haven't enough data to indicate how successful we have been. We speak of the adult student needing to feel a success. But then, everyone has this need. Everyone needs constant reinforcement. But for adults, we feel this is especially true. Adults also have a need for privacy. They are often embarrassed to be found wanting in front of a group, to have other people know what their shortcomings are.

Last year for the first time we were able to have 16 year olds in our program. We did not get a great number of them but we did get enough of them to find out that 16 year olds don't often mix well in a group of older adults. The only successful classroom of 16 year olds took place in Cincinnati where there were enough of them to have a separate class of their own. These are some of the problems that we face in the traditional approach.

Now let's talk about the adult education learning laboratory. Here is a definition of a learning laboratory: "Learning laboratory is staff facility with an accumulation of commercially available or locally constructed

programmed and self instructional materials. The result in a learning laboratory is an educational program meeting adult objectives, adult needs, student abilities and student availability." In the first years of our adult basic program with the traditional approach, we saw too often a teacher with ten adults all reading the same book at the same time, on the same paragraph. We have reason to think that this isn't necessarily appropriate.

We use the term coordinator as the director of a learning laboratory. We don't use the term teacher. You may use it if you like but we feel that a learning lab coordinator goes beyond a teacher because they need skills that a teacher may or may not have. In working with the students, the student interview, orientation process, and placement objectives are all procedures that the coordinator must work through in order to successfully implement the learning lab.

We have a problem of hardware versus software. Our experience has been that software which is simply soft covered books are as efficient. We have kept our cost factor very low. You can get into some very exotic kinds of teaching machines but we haven't found them to be necessary. In any teaching situation, in order to keep adequate records, testing should be a built-in part of the program and of course, scheduling according to the needs of the students.

Another key to success is the facility you use. Finally the key to success is a commitment on the part of the student. At the initial interview, the coordinator should get a realistic commitment from the adult about what he expects to accomplish in the class. You should tell him what he can realistically expect to achieve in the learning laboratory.

The coordinator has many roles. One of these roles is that of interviewer. Another is that of counselor. Many teachers are natural-born counselors but sometimes the counseling techniques need to be perfected for a person who is going to work in a learning lab. A coordinator should be a curriculum specialist because he works with each adult individually in setting up a program for him. He is an instructor because he answers questions when questions need to be answered. He is an evaluator. As part of an on-going program, he is a record keeper. And he is a referal agent.

We just completed a three day seminar with our program directors dealing primarily with the subject of recruitment in adult basic education. One of the themes that was stressed repeatedly was that we cannot exist in a vacuum. We have got to work with other agencies, with other people. We cannot assume that we are only going to work with persons within the

confines of the classroom or laboratory.

A good learning lab coordinator is a warm, outgoing person. He is a person who relates well with adults. He is a person who can change roles, is flexible but well organized. He understands programmed learning, knows program materials and is committed to the learning lab approach.

As far as instructional materials in a learning lab are concerned, there are programmed self-instructional materials and these are available through commercial sources or can be locally constructed. Actually I think I have yet to see any locally constructed materials of use in the programs.

Let's say something about programmed learning. The principles of programmed learning are quite simple. Programmed learning deals essentially with small steps. Steps that are so small, in fact, that when you read through programmed learning you are scarcely aware that you are accumulating knowledge. Active response is required of the student. In other words, the student has to be actively involved. This, to me, is one of the primary differences between the learning lab and the classroom. Over the last three or four years, I have visited over half the adult basic education programs in this state. In the traditional classroom there is one teacher relating to one person at a time and everyone else sitting and waiting. But in a learning laboratory there is constant active response from every participant. There is immediate confirmation of a correct answer because as soon as the adult answers a question he checks to see whether it is right. He is self-pacing which means essentially that he can go as fast or slow as he wants to. Everbody works at his own rate of speed. In the commercial materials, periodic checks of progress are built in.

There is an example of a good learning laboratory in Cleveland. In this laboratory there are both desks and study carrels. Adults often want privacy, particularly those who are sensitive about their learning rate. They don't want somebody to see what they are working on. So they can go into a carrel or they can work at a table if that suits them. This particular lab is organized so that the teacher can be at her desk and have a view of the room to see if anyone is having difficulty. It has adequate storage areas and student files. This a very ideal situation but it doesn't always need to be quite this way.

Staffing patterns in a learning laboratory is an evolving process. Based on what they tell us in North Carolina, a full time learning lab staff with a coordinator and an aide or aides can probably handle 150

students a week. In our traditional classroom approach, the number would be considerably less than that. In a part time laboratory a coordinator and an aide, which is optional in this case, may handle as many as 50 students in a week which gives us a pretty good return in student contact hours.

As far as scheduling and staffing of the laboratory is concerned, it should be ideally opened from 9 AM to 9 PM Monday thru Thursday and from 9 AM to 5 PM on Friday. We do not have very many labs operating currently during those hours. A part time lab is one that is open from 9 AM to 9 PM Monday, Wednesday and Friday and Tuesday and Thursday during the evening hours only. My feeling on this is that labs should be open as many number of hours as are convenient to the local program and the local personnel. For example, there are learning labs that are open only two nights a week for two hours because that is the particular staffing pattern.

Studies indicate that adult education students like laboratory materials, that they have better attendance, that they have more contact hours (of course there is possibility there for many contact hours), that they do resond to the coordinator role. Adult student improve both their communication skills and their computation skills, and they enjoy the responsibility for their own progress.

Here are the advantages of laboratory learning in the adult basic program:

1. The students have a greater degree of success than in the traditional classroom.

2. The students are able to achieve their goals at their own rate of speed which is a very satisfactory experience for adults.

3. There is a reduction of student frustration.

Jerry Gould, an experienced programmed learning man from Michigan, has made the comment that though students sometimes cheat in programmed learning, it is usually for a very short time because they find they don't need to. They may lower that slide to see the answer the first couple of times before they write it down, but they don't do that for very long because frustration is reduced.

4. Individually geared instruction.

5. Building self-confidance is achieved.

6. Continuity in educational experiences makes it possible to build on past success.

Here are the advantages to the teacher of programmed learning:

1. The learning lab helps the coordinator or teacher to individualize instruction, to become a planner. The facilities help him to know each student better. One of the questions that is raised most often is that programmed learning seems to be very dehumanizing at first because the student will lose the interaction with the teacher which is a very important part of the educational process. Joe Carter thourgh, has convinced me that it is really up to the teacher. If he wants to have contact, he will have all the opportunity in the world.

2. Using educational tools to advantage compensates for student absences because the student can pick up his work anywhere along the way.

Following are some do's and don'ts concerning the learning lab situation:

1. Do have a variety of programmed materials. In one of the labs last year, the students got interested in the program late in the year, so there was little choice in the programmed material we received. As a result, though a student was working at his own rate of speed, there was no flexibility since everyone had to work with the same series of materials. In other words, variety is necessary if we want a flexible program that can meet the needs of all the students.

2. Do know your materials. A supervisor should not hand out materials to his co-ordinators and expect them to proceed without a knowledge of learning self-instructional materials. Jim Vicars, for instance, in implementing his program in Columbus did not simply call all of his teachers in and say, "Ok gang, you are lab co-ordinators. Go get them." It won't work. You have to know the materials.

3. Do have a thorough knowledge of the total curriculum, of specific instructional objectives, and the role of programmed learning in meeting these objectives.

"Cleveland Adult Basic Education Program"

by

Mark Hanna
Director, Adult Education Division
Cleveland Public School System
Cleveland, Ohio

I would like to start off by talking about our program so that you will have a little perspective as to where we from the administrative office see programmed learning labs fitting into our system.

We have a rather large system. Aside from Cincinnati, it is the largest in the state. As a matter of fact there are not too many school systems that are larger than our adult education program. We have centers scattered throughout the city, geographically located so they are in neighborhoods where prople can get to them easily. Some are thriving and some are not, obviously. One of our problems is that people are afraid to go out at night and this is hurting us in certain areas of the city. We also have, in addition to these large centers, and there are about 15 of them, classes scattered wherever we can find the need for them. This is particularly true of our basic education program. Those classes are held wherever we can find spots to hold them. We teach about anything that you can mention that is of educational import. We do have another organization in our system called Community Centers and there is a distinction between the activities that they conduct and the activities that we conduct. They are more along the recreation lines but we do not have bridge or dog obedience classes although we are guilty of having cake decorating in our program. Most of our centers have classes which evolve around the equipment that is there. There are a lot of business classes because every one of the schools has business courses. Home economics classes and shop classes are also abundant. And that is why we are there -- because of the equipment. In many instances if we have a class in ceramics it will be because there is a kiln in that particular building. That shapes our program somewhat but if someone comes along and says he wants a class in Arabic, then we find where the center of the population is that wants to study Arabic and put the course in the school nearest to that center.

What does all of this have to do with programmed learning? Originally we had two evening high schools where we offered credit for high school courses. One on the east side of town and one on the west side. There was a reason for that. We can't offer a full spread of high

school classes unless we have a rather large population to draw from- student population I mean- so that we can get enough people to offer a course such as trigonometry. Recently we have spread out a little bit and we are now offering high school credit courses at five different locations, four on the east side and one on the west side. I suspect that in the next few years, using programmed materials, we are going to be spreading our high school credit program a little bit farther.

This, I think, is one of the most logical uses of programmed materials - for high school credit courses where you do not have enough people to warrant a class. I think there may be in the near future something that we haven't done yet. That is along the lines of city wide courses. In other words we will offer a course which is desired by perhaps 15 people throughout the city. We would sign them up and then through programmed material let them study on their own. I see there a possibility of expanding our program much more and making it much more flexible.

The Adult Education Center was started about five years ago to give adults in Cleveland a spot where they could go to school both day and night. It has been very active and very successful. There are a lot of things we would like to do that we have neither the time nor the money for, but I think it is coming along and developing. One of the things we did out there was to open up a programmed learning lab. What I see happening our there is this - the programmed learning lab is making the regular classes much more effective. Where you have 25 students in a class and three or four who aren't able to keep up with the class and maybe three or four who are being held back by the class, you can take those out and put them in the learning lab and that leaves you with a group that is a little more homogeneous so that the teacher can do a better job overall. Also we want this adult education center to be able to enroll prople anytime they step in the door. The flexibility that we can guild into that lab will allow us to do that because we can do that at anytime in most any subject for which we have programmed material.

From an administrative stand point there are several things that we have to think about. One is the cost and the other is the fact that until recently there just have not been very good programmed materials. When we started out we found that some of the material was just not too good but now I think the material available is very good. Cost is a factor. We have been using programmed materials with basic education classes because that is where we have money. We have also been developing mini-labs where there are concentrations of people who need basic education. The latest and most successful one that we have run was down at the Navy

Finance Center. We have been in several hospitals working with the orderlies or the housekeeping personnel. These are the types of people who are very much in need of the material that we have. Those mini-labs we staff with a teacher at certain times. We have a little material that is lockable and portable. We foresee developing these not only in hospitals but also in plants where there are a lot of people who need this type of help.

"The Role of the Administrator in ABE"

by

William L. Edwards
Assistant Director
Adult Education Division
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Cleveland, Ohio

I think that we must realize that the leadership in adult basic education particularly in the state of Ohio is left up to the public school system In order for the public school system to be successful in any ABE program, it must cooperate with other agencies. I think this is one of the primary responsibilities of the administrator of adult education, whether or not he is setting up a traditional class or a learning center. Some of the other agencies that we are concerned about may be educational agencies, health agencies or civic organizations. To name them specifically, when we attempt to set up a learning lab, we must take into consideration the cooperation of the Neighborhood Youth Corps, AIMS-JOBS, Project Search, Cuyahoga County Welfare Department, and all kinds of agencies of this type because they decide on a given date that they would like a certain number of students to go through the learning center within as short a time as possible for a particular reason. County Welfare may wish for a person to go through the learning laboratory because a job is waiting when that person can read and write sufficiently. AIMS-JOBS may wish that a person go through the learning lab so that he or she can fill out an application for employment. So we have to have this inter-agency cooperation in order for the learning lab to be successful.

I think perhaps the administrator's most important job or the key to the job of a successful learning center in adult basic education is his selection of the coordinator, the teacher or the counselor in charge. Now why is the selection of this person so important?

1. The coordinator must be knowledgeable about self-instructional techniques. If in our opinion when we select her, she does not have this knowledge, we know that she has the ability to go out and find out and then come in and discuss it with us.

2. She must be familiar with the needs of the adult learner who wants to come in and work on his own.

3. She must be well organized and adaptable.

4. She must have some experience in the teaching field.

5. She must have the ability to make decisions when she cannot get in touch with other administrators.

6. She must be able to make the students feel accepted in the learning laboratory.

7. She has to be able to help the students overcome whatever problems they appear to have even though that problem may not be important to her.

8. She has to be able to make recommendations for job placements or additional schooling.

9. She must be able to judge where the students' needs can most effectively be met. She must be able to work with the person for that particular purpose.

10. She has to be able to help with referals to other agencies.

There are many facets that the administrator must consider when he is attempting to set up learning centers throughout the city, whether this city is a large city or a small city. In some places, you would set up a complete center. In other locations you might set up what was previously referred to as a mini-lab. A mini lab is nothing but a mobile unit that will house books and programmed material that can be moved from one place to another as it is needed.

I think that the personal relations aspect comes in when we are attempting to set up learning labs in a particular location in the city. I think we have to know the students. What kinds of students are we attempting to serve in that particular neighborhood or location? I do think it would be well at this point to be rather specific about the characteristics of the individuals that we describe as undereducated, underprivileged, uneducated, or culturally deprived. This is not just limited to one particular group of people. This is for people across the board whether white or black , from the north, from the south or from the Appalachian area. You will find all kinds of people needing basic education and wanting to get into learning laboratories. It is up to the administrator to set up these mini-labs or learning laboratories in selected locations throughout the city so that these people can be served effectively.

I think that we must consider the average person who comes into an ABE class whether it is a traditional class or in the learning lab. Most of them come to the learning lab simply because they feel thay can

progress more rapidly and they want to do that. Some come because they do not like the way the traditional classroom was conducted when they were students in elementary school. Usually, this individual comes from a large family in which the mother had complete control of the family. They had little or no father image in the home and very little or poor supervision when they were growing up.

We find that a great many of these people have what I classify as a communications problem. The family is largely non-verbal. In other words, there is little usage of complete sentence structure. Answers are either "yeah", "no", "shut-up", "sit down", "move over", or something along this order. When an administrator is setting up a lab in a particular area, he must be aware of this. A lot of these people are non-readers and they have a very small vocabulary.

There is, in a great many cases, a lack of real motivation. But I don't think that you can claim a lack of motivation altogether because the mere fact of coming at all indicates some degree of motivation. It is going to be up to you as the teacher or the administrator to see that you feed him the knowledge that he is seeking so that he will continue to come to class. Most of the time they lack motivation because they can see that the prospect for attaining material goods is beyond their reach and this sometimes causes a problem.

Most of the adult basic education students were forced into early independence. They came to the inner city poverty areas where they had to stand on their own two feet and they were told by their parents or parent, "You have to stand on your own two feet. Don't let anybody else pull anything on you." They became very aggressive physically. However, with all of these things which you may classify as liabilities, they can learn. The older and the more experienced they are, sometimes the better learners they are.

We have found that the adult student is different from the child in the classroom. The child's educational background is centered directly around classroom activities that he has been exposed to in the two, three, or four years that he has been attending schools. The adult, in addition to the classroom activity that he has been exposed to, has also been exposed to the world of work, the attempt to make a living for a family, and so forth. All of these things are important. I think the administrator must be aware of these activities in setting up labs because the administrator not only is responsible for the selection of teachers to place in the center but for setting up the lab as well.

Once you get a teacher who is not understanding and I am not saying unsympathetic, I am saying not understanding another person's problems,

the whole program can fall flat on its face. In your selection of teachers, you must place the teacher with a particular understanding of the people she is attempting to teach, in that particular situation. The teacher should never talk down to the student. Neither should she talk over their heads. She must be able to communicate with them. This is why it is important that the administrator know the kind of people he is going to attempt to serve in an ABE class.

I think one of the most important factors in setting up a learning lab is to consider the place in which we are going to set up this lab. Is it going to be a school building? Is it going to be the basement of a church? Is it going to be a branch library? Is it going to be a recreational center? We also must consider that if we set it up in a particular location, will it draw adults to the class? I think this is very important.

Once the lab has been set up and materials have been selected, I think the administrator must select his teachers and set up some kind of training program for them. I think this training program should include some of the following points: 1. It must teach the teachers how to demonstrate. 2. The teacher must be trained to use various types of tests and the development of special materials to implement new methods of instruction. 3. The teacher must be able to evaluate the material to see if he should use it again or revise it or go to some other material.

How does the administrator go about getting students? The most important thing is a recruitment campaign of some kind. You can sell your program through organizations. I named a few of the organizations a few minutes ago such as NYC, AIM-JOBS, County Welfare, etc. You can also use the mass media - newspaper and television- to advertise your program. Of course you can use the campaign where you have recruiters go from door-to-door to select people.

I think that when we set up a lab, we have to be careful how it is set up. It should be a separate room. There should be sufficient shelving for material that is used on a regular basis. There should be adequate storage space for material that is not used so regularly. It has to be a room that is rather attractive. The room must provide both carrels and tables. The study carrels offer a privacy that the table does not offer. You can use a wider range of materials that is better suited for carrels.

The time schedule of when the learning center is going to be open is important and the administrator must determine when is the best time to run this center. The morning, afternoon, or evening? Therefore, he has to know what time people get off work, whether they work swing - shift and whether they are on welfare. Usually the labs are set up so they

can accommodate people who work in the day time. They should also accommodate people who work at night.

Once a lab has been set up and the coordinator and the teachers have been selected and you are in the business of working with the people, it is important that you do not allow the student to become stagnant and work over the same material over and over again. He must be encouraged to go on to something better or different.

"The Learning Laboratory in Action"

by

Mrs. Patsy Patterson
Learning Laboratory Coordinator
Adult Education Center
Cleveland, Ohio

Q. How and when was the learning lab established?

In 1967, I was hired as a full time person in ABE. I was assigned to the Adult Education Center and given a barn-like room to do something with. We started with a tutorial type program where the teachers would refer students to us. If the student was having trouble or the teacher became exasperated, they would come to us. As you can see that would be very frustrating to us. We would really work. We would be satisfying the student for a moment but certainly not meeting his needs. In 1968, we started attending workshops here in Columbus and began an indoctrination program with programmed learning material. We started phasing it in our basic education class gradually. For example, from a traditional classroom the students would have to schedule so much time in the learning lab. Of course some of them wanted to stay so we began adding more basic education classes.

In 1969, we had a comprehensive learning laboratory - grades 1-12. Those subjects that can be programmed we offer for credit. This summer we are operating half-time. In our learning laboratory we also have the mini-lab which is a smaller version of the learning lab. We have seven of them now. The numbers varied and the degree of success varied also. We found that in some places they just did not go for one or a number of reasons. We found that if we talked to the administrators or the employees in the right manner and they in turn did the right things to get it over to the employees, that it did succeed.

As to how we established the learning lab - through hard work. I think that I had a great amount of latitude and has some great people to work under. So I was able to try things out and experiment. This and being able to select the personnel that I work with helped a great deal.

Q. Who are the students that are enrolled in the center?

It is important to explore the needs, the skills, the hang-ups and everthing else that you will face. All of those things that Mr. Edwards described may sound like a caricature but if you are aware that some of these

things are present then you are further down the road to successfully programming people. Also because of the very nature of programmed material that calls for specifically stated goals, you must know exactly what the interim behavior is, you have to know the students. In listing the characteristics of the disadvantaged, probably the one common denominator is the lack of confidence. If there is one single by-product of programming or programmed material it is that if the materials are used correctly, it builds self-confidence.

Q. Besides Observation School, is there another school dedicated to the learning lab?

No, not at the present time. The Observation School happens to be a school that is in an area where the population is dwindling. Children are moving out of the area because they are tearing down apartments for University Circle development and we are able to take over half the building. But that is the only school that is wholly devoted to the adult high school from 8:30 AM to 10 PM. We have started another school on the west side called the Carnegie West Branch of our learning laboratory. We hope that we will be able to develop a similar center on the east side.

Q. What is the learning lab concept as you see it?

I think I can make this analogy. What if a salesman went out expecting to sell a product and was unable to explain or even demonstrate the product? I try to bring this across in teacher training. Unless you can bring this across yourself - the learning lab concept, unless you can sit down with a student and explain so the student understands what this is all about, I think you are sunk. Students don't say, "Oh, I think I want to go to the learning lab." They say they have a need to go back to school and many times the counselors refer them to the learning lab so they are not sure this is what they want.

Mass individualization if you want to call it that, is what a learning lab is. The curriculum is developed on the spot according to the student's needs. This concept is working best through programmed material when it is individually paced or even group paced.

Q. Is there much group work done?

Yes, there are the traditional classrooms. We do have people who do both. They go to the traditional classroom first and then come into the lab.

Q. Why is the role of the teacher so important in programmed instruction?

The teacher must reach out to all of these and come in contact with the adults, the concepts, and the material. I believe the success of the program depends on the amount of creative ingenuity that is applied right at the operating level which is where the teacher is. I think to say that programmed material is going to work and I am going to give you this book and it will be fine is just not it. There are people who think that machines are going to do away with teachers. There are teachers who think that their jobs will be easier. However, the learning lab is an all-consuming thing. When you really get into it, you really spend time on it. How the role of the teacher is changed is determined by how the teacher functions. The role of the teacher radically changes if he uses programmed material with all of the principles of programmed material operating. He then becomes a facilitator - making possible the action between the material and the student. The action should be free-flowing, one where the student is able to get it. The teacher should be even more involved. He should be able to see what the student is going to need, not only comprehension exercises, but where he is going to need some constructing, some synthesis, some pulling together of things. For instance in English 2200 you will find that it is nouns and verbs and predicates. I think it is wrong to have a person go through these exercises and then give him the test. In some cases with certain people, they have to have additional film strips and other things. So you can call a teacher a resource person, call her a coordinator, call her an evaluator because she is constantly evaluating the students' program and their interest in the program. The role changes from just a person who gives out information and says let's see what you can give back.

Q. What about the role of the aide?

The aide is very important especially when servicing many people. You have to train your aide so that he can relate to people as you do and even more so at times. The aide often is the person who recruits students and therefore who relates to the students better than the teacher. They have to know the material, not necessarily all the material, but they do have to know how to work the machines. The aide should have a training period before he goes to work so that you don't have to spend time telling him what to do while you are trying to program the students.

Q. Who are the aides?

Our aides have been graduates from our Adult Education Center.

Q. Are you studying the retention of enrollment and are you keeping the enrollment as you wish? What percentage are dropping out after they enroll ?

We attempted last spring to make a study of our program, the traditional classroom program, programmed learning, test scores, attendance, etc. We found that the traditional classes that we picked more or less disappeared so I don't know what our study proved.

Q. Do you produce teacher made materials? Can you tell us approximately what it costs for the learning laboratory program?

We do have teacher made programmed materials. On the second question, I don't think we have any per pupil costs on this program.

Q. How is the material that you use geared? Is it elementary, beginning, or on the high school level?

We have found in our Basic I's that the combinations of the lab and the traditional labe is better. But we have things like the control readers, Language Master and things that the companies call instruments with the material. We use a lot of SRA which is not specifically for adults but it does not offend. We do have adult oriented material for the most part.

Q. What are some techniques for selling your program to administrators?

First we contact a place and we go in and talk to a person in charge of recruitment. Then there is a team from the Board which goes in carrying a booklet introducing the mini lab. We also carry different kinds of programmed material that we may be using and any other visuals that would help. Then we begin talking. For example, if it is a hospital, we ask if we could concentrate on their housekeeping department. The supervisor of that department would be present and we would point out all the advantages of employees in that department becoming more proficient in the basic skills, improving themselves, not necessarily for job advancement because they don't like us to say that they are going to move up. We do all of these things and say that you will have a more satisfied employee. We deal in specifics such as math or arithematic. It might be that the people would be able to figure out how many quarts of water to pour out of a pitcher if their skills were improved. Then we aks them to survey their employees. Then we come back again and have a meeting with any employees who are interested. We tell them just what we thing the learning lab would do for them. By this time we are ready to deal with the employee in specific, when would be the best time for him to come in?, etc.

Once you have a mini lab started in a well known organization you don't have too much difficulty getting into another. Business is a little

different from education. Educators appear a little jealous of each other. I remember when we went into Metropolitan General Hospital, before we went any place else, businesses were calling my office asking for the same lab set up. In the next few weeks, I was supposed to go to a number of places - not because we went out to them but because they heard and called us. If you do a good job on that first one you will have more work than you can handle or than you will really want to do.

"Adult Basic Education Programs and
the Liberal Arts Approach"

by

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I want to talk to you this morning on a subject about which I feel very deeply. In fact, I find it difficult to put it in exactly the right words so I will seek the help of others who have said it better.

Actually the basic point of this talk is quite simple. I will argue that you as teachers and counselors in adult basic education programs should adopt the liberal arts adult education approach. My argument is based on this proposition: the federal law which spawned the current emphasis on basic education, the Economic Opportunity Act of 1964, states, "It is the policy of the United States to eliminate the paradox of poverty in the midst of plenty by opening up to everyone . . . the opportunity to live in decency and dignity." I believe that men and women cannot live "in decency and dignity" unless they are free. There are two routes to freedom -- action and education, inextricably intertwined. The action route is the responsibility of us all. We must work through civil rights and civil liberties organizations to improve the conditions of life for everyone. But the educational route is your special concern. We all recognize that man is not free, even if his conditions of life are adequate, even if he has a good job and a good place to live, if he doesn't know what to do with that freedom. Here is where the right kind of education--liberal arts education comes in. It becomes even more important when we understand that the right kind of education makes it possible for an individual to play a significant part in society in obtaining the very necessary conditions of life.

Seventy years ago, Thomas Davidson, a great American adult educator, put it this way: " A <u>free</u> life is the only life worthy of a human being. That which is not free is not responsible, and that which is not responsible is not moral. In other words, freedom is the condition of morality. That is simple enough . . . . It is clear enough that the uneducated man, however well endowed with health and wealth, is a slave. In the first place, he is a slave to other prople's opinions, as every one must be who fails to think for himself. He who acts upon the thought of another is practically that other's slave. This we see daily in the political world, where the great body of the people, on account of their ignorance, are

are deprived of their rights, and often of other things, by selfish men who have received a good education. In the second place, he is continually faced by circumstances, the bearing of which he does not understand, and hence is compelled either not to act at all, or else to act in the perilous dark. . . . Thus on all sides, he is hampered, fettered, shut up in a bare, squalid, narrow world, dark within and dark without. In such a world he has small opportunity for freedom. He is thankful if he can walk in some beaten track and keep out of mischief. And, indeed, he often fails to do even that. . . . This is surely a lamentable state of affairs, especially in a democratic country, where intelligent citizenship is demanded of everybody. Are we not, as a nation, unfaithful to our own principles, if we allow it to continue? Are we not endangering the very existence of our free institutions? The practical question is, how shall an end be put to this utterly disgraceful condition of things? It is surely clear that the institutions needed in a democracy are such as shall wipe out all the unbothering distinctions that divide sect from sect, and shall use every effort to secure for the whole body of the people intellectual, moral, political, and economic freedom."

You are concerned with one of the most important institutions in a democracy to which Davidson refers--the educational institution. What can you do in that institution to help man become free? You can adopt the liberal arts approach. Now I know that this is very easy to say, but appears hard to apply specifically. As Harry Miller has pointed out, "There is probably no area in adult education about which there is so much vagueness, ambiguity, and controversy as the liberal arts." There isn't time this morning to go into all the different approaches to liberal arts adult education, to explore all the reasons for "vagueness, ambiguity, and controversy." Instead, let us turn for help to the writings of a Chicago newspaperman, Robert Blakely, who has been called "the poet of the adult education movement."

Blakely provides us with a very clear picture of one useful approach to this kind of education as well as implying why it is important to adopt it for basic education programs. He writes: "(There) is a kind of education which can be called <u>liberal</u> education--a preparation for the rights and duties of freedom. Liberal education does <u>not</u> mean a particular school, method or content. It <u>does</u> mean the process of free and responsible thought; it <u>does</u> mean the product of free and responsible citizenship. It used to apply only to the few. We--in this generation in the United States--must make it apply to the many. This is a statement of faith that the many are capable of liberal education. It is also a statement of necessity, because the political base of our free society is universal suffrage. Regardless of the system, rulers must be educated to rule well. Either we will have to educate the large majority of our adults liberally, or the political base of our society will be changed and with it the economic and social structure

as well. . . .Having the right to develop our individuality, either we must use that right, or we will lose it. Having the right of freedom of choice, either we must exercise it wisely and expand it, or it will be taken from us. These are the alternatives."

Now, zeroing in even more on the topic, Blakely asks, "What should be the subjects of liberal adult learning? The answer is simple (he says)--the major issues of human existence, such as life and death, space and time, the relationships between man and God, man and man, the individual and society, truth, justice, freedom, responsibility, war and peace. These and other subjects need to be approached both directly in their own right for the relevance to living and indirectly from the problems of living. But to say that some mature persons are not concerned with such issues or that they cannot comprehend such 'difficult' or 'highbrow' matters is insulting, not compassionate. It is to deny their humaness. These subjects are too difficult and too highbrow for us all, but we must grapple with them, in our own way and in our own strength, if we are to live as human beings."

At this time I can almost hear some of you saying to yourself, "What the speaker has been saying is all fine, but it is still too vague. Phrases such as 'education for freedom' and 'grappling with basic issues' are great, but just what does it mean in terms of my dat to day contact with my students in basic education classes." If that's what you are saying to yourself, you have a very good point. Just how do you translate these glowing concepts into action in the classroom? Instead of telling you how I would do it, I would like to give you three examples of just how it is being done in basic education classes right here in Ohio.

First, here is how Mr. Dan Grondin does it in basic education classes in Elyria, Ohio. Every week Mr. Grondin brings a different speaker on a current topic into his class. He does this, he says, to broaden the interests of his students and to increase their awareness of the world aroung them. It is very important to note that the speakers only talk for about fifteen minutes, the rest of the hour is devoted to what Mr. Grondin says have been some "very piercing questions" from the students. When, for example, a lawyer or a newpaperman talks to the class, according to Mr. Grondin, the students have bombarded them with vital issues affecting their daily lives. You can see from this example how important it is to create the right kind of climate when you bring in outside speakers. Students should feel free to ask any type of question they want, even the most embarrassing ones. And you should pick speakers who are prepared to deal with such questions.

A second example of the use of the liberal arts approach occurs in the Dayton, Ohio area. Mr. Bartlett Lubbers has developed what he calls "the Problems of Living Approach." Mr. Lubbers states: "The 'Problems of

Living Units' and the student-centered approach to teaching-learning activities are direct outgrowths of student and teacher evaluation of our previous efforts in Adult Basic Education. We discovered a complete dissatisfaction, among both students and teachers, with the 'traditional' textbook-workbook approach to learning. It was felt that we were merely presenting the adult learner with the same teaching-learning situation that caused him to terminate school attendance in the first place."

Here is the essence of Mr. Lubbers' approach: "At all three levels of instruction, the core of the learning activities are centered in Problems of Living Units. Such a teaching-learning unit is designed to cut across all traditional subject matter lines, drawing from each field of knowledge those understandings, skills and values needed to solve the problems identified. Basic skills in the language arts, mathematics and social studies are correlated and instruction provided on an individual need basis for the purpose of arriving at a satisfactory solution to the 'problem of living' currently being investigated. While some isolated drill for the acquisition of proficiency in these basic skills may be needed, it is recognized that the participants of this Projects especially need frequent, if not constant, correlation between the skills to be learned and the basic problems encountered in the everyday problems of living in their neighborhood and local communities."

In his pre-planning, Mr. Lubbers has identified three problem units: Effective Citizenship in Local, State and National Community; Meeting Health Needs of the Family Members; and Money Management. He anticipates that other units to a total of at least six will be examined in the course of one year. He has developed a four step process for dealing with each unit.

The first step is Identification of Problems. Lubbers writes: "At all three levels of instruction, a brief overview of the problem of living is presented by the classroom teacher. The adult participants are asked to listen during this brief 'peek' into the problem for those aspects which have particular meaning for them in their home situation. Following this brief introduction session, the participants themselves are asked to identify the problems they themselves face in this area. Small group 'buzz' sessions may also be used at all levels to elicit the numeration of these 'felt' problems. All problems identified by the individuals or groups should be noted for all to examine."

The second step is Delimiting or Selecting the Most Pertinent Problems. Lubbers notes: "In the examination of the problem identified by group members regarding the unit problem, similar ideas may be grouped together or re-listed under broader headings. Throughout the entire delimiting process, regard for the dignity, worth and value of each member's contribution must be stressed. Adults must be encouraged to speak their minds freely without

withour fear of censure or ridicule."

The third step is Seeking Solutions to Identified Problems. Here is where actual work projects develop which integrate the basic skill learning as the adults grapple with various ways of handling the problem.

The fourth and final step is a Culminating Activity. Lubbers states: "All three levels of instruction might well arrange an exhibit, play, sociodrama, or exposition of the conclusions they have drawn from the study. Adult participants at each level would explain and tell about their study, in an audience situation. The audience might well consist of members of the other two levels of instruction, members of the participant's families, and/or visitors from neighboring Adult Education Centers.

You can see from this description that the most important aspect of this approach is that the adults are constantly dealing with problems which they themselves consider basic to their daily lives. They are learning skills with the specific goal of helping to deal with these problems.

The third and final example of liberal adult education in basic education programs is drawn from the work of Mr. Max Way down in Piketon, Ohio. In his work Mr. Way emphasizes a process-group discussion, and an area-current and controversial political topics. This is how he does it. It is very simple. Periodically each basic education class listens to a brief tape recording which presents several sides of a current issue such as the civil rights crisis, Vietnam, the draft, or the future of the United Nations. After a tape is played the adults are encouraged to engage in a group discussion about it. Mr. Way writes that "the interest shown through listening to these tapes was most gratifying. Many basic education students asked if they could be replayed so that their friends and neighb rs might hear them." He reports that the tapes also served as an excellent recruiting device because when other adults came to hear and discuss the tapes they often remained to become members of the classes.

We have presented three examples of how the liberal arts approach has been integrated into adult basic education programs. They prove that, with a little imagination and effort, it can be done. The most important conclusion is this: Man can learn to befree only by learning to exercise that freedom first in an educational situation. Adult basic education programs should provide many opportunities for exercising freedom by adopting the liberal arts approach.

"What the Adult Basic Education Student Should Learn While Learning to Read"

by

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The principal reason for teaching adult basic education students to read is to provide them with a learning tool (or to sharpen that tool) so they may participate more effectively in society. A secondary reason is to provide them with another means of recreation. Certainly the development of a love of reading is a nice minor objective. But they can survive quite well if that objective is not met. They can survive if they never develop a love of literature for most college graduates never develop such a love.

The core of the ABE curriculum is now fairly well established. This core curriculum contains the basic information, concepts, and skills needed by most adults of working age. It is adapted to meet the needs of the various participants in the programs but is central to most of the better programs. The basic skills training component contains: 1) Speaking and listening skills. 2) Reading and writing skills including spelling and composition. 3) Mathematical skills. Within the ABE curriculum the goal is to develop these basic training skills to the adult T. V. listening level, the general news readability level of most newspapers, and the ability to do percentage and read basic mathematical formulas.

While the core of the ABE curriculum does deal with the basic training skills, these skills are but playthings unless they are used for learning meaningful things. Reading, composition, speaking, and listening are not content but are vehicles through which content is learned. They are not skills that should be taught in isolation from the subject matter (and attitude-motivation development) aspects of ABE. This, of course, is a general rule and exceptions must be made where drill is an aspect of a skill that is called for.

The ABE content curriculum includes: 1) Health practices. 2) Consumer education. 3) Orientation to the world of work. 4) Fundamental social science concepts. 5) Fundamental science concepts. 6) Citizen rights and responsibilities and 7) Personal development. Within these broad areas the students are taught such things as accident prevention,

money management, job interviewing, voting rights, welfare and social security services, and hobby development. While learning such things they should also be developing their basic training skills and their social skills.

In beginning reading the student is learning the relationships of sound and letters. He is learning that writing is encoding speech and that part of reading is decoding the sounds that are represented by letters. Until he has attained a minimal ability in dealing with the encoding-decoding process he will not be able to use reading as a learning tool. The mechanics will get in the way of the processing for meaning. At this point the student will tolerate materials that do not offer him meaningful content. Examples of such materials are the Merril Linguistic Adult Program and the Programmed Reading For Adults. These programs are quite effective with many adults for at the beginning point the adult is often happy when he sees that he is learning to read. Such programs also offer a systematic skills development program wherein the student can see his development. However, after the student has learned the basic decoding skills then more relevant content material should be used. This occurs about readability level three.

The use of content relevant material at readability level one is difficult unless it is developed in conjunction with the student. At this readability level, combining writing(printing) and reading can be very effective. Aiding the student to learn to write his name and simple facts about himself is easily done. Having the student dictate short letters to the teacher who prints the letter as he dictates it is a useful technique. But in most cases it is best to use the writing-reading approach in combination with other approaches that incorporate a more systematic sequenced program for teaching the decoding skills.

Below readability level three it is excusable if some of the content is not relevant to the student's ABE learning needs. But from readability level three and up the use of irrelevant material results in a waste of the students' time and indicates a lack of professional knowledge on the part of the teacher.

One objective of ABE is to teach in as short a time as possible the important information, concepts, and basic training skills that the average student who has finished the seventh grade has learned. Now as you know, most of what that average student had learned has been forgotten for much of it was nonsense. The important things that he learned and retained would not have taken seven years to teach. And what he did learn and retain was learned at a slower rate than the adult learns because he was developing perceptual and other skills which are part of maturation. So we

had a slower learner (a child) and a curriculum which contained a lot of foolishness. Adult Basic Education should be able to take the average student who is reading and doing mathematics at a third grade level through the core ABE curriculum in the hour equivalency of less than one school year (1080 hours). But in order to do so the student must be reading to learn while he is learning to develop his reading ability. The material must be adult relevant.

After readability level two the development of reading skills should be largely within the subject matter areas rather than in materials whose major objective is the further development of reading skills. By readability level three the student has garnered a core of sound attack skills. He is able to sound out or to use a combination of sound attack and context clues for decoding many words. He is able to cope with some multiple word meanings and he can anticipate what is coming. He can interpret analogies and metaphors, recognize inferences, identify main ideas and their supporting details. He can classify facts, recognize an author's outline, and use such rhetorical devices as headings, sub-headings, and italicized words. He will also have learned how to abstract and organize material in order to remember it. These and other skills introduced at levels one and two should be elaborated and extended as the student progresses along the reading continuim. This elaboration should be planned for as the teacher uses materials from the ABEcontent areas to aid the student learn their core curriculum. While recreational reading is to be encouraged most of the reading should be done in content related materials.

In addition to the reading skills mentioned earlier, other skills should be introduced or extended. These skills are most effectively taught in situations where their application makes immediate sense and is immediately utilitarian. After stating each one, an example will be given.

Learning to interpret and execute directions can be taught in a unit on first aid where the student is reading to learn how to give mouth to mouth resuscitation by aiding the student to locate key words and putting in order the steps to be carried out. Another example, and this one is better for it is easier to have the student demonstrate how well she can follow directions after underlining key words and ordering, is the making of a casserole.

Adjusting rate to purpose can be taught in a unit on using credit wisely. Using a file card, come down the page at a speed that forces the student to read rapidly. Continue at the same speed when you come to an example of a contract, ask the student what happened that he could

get the first part of the page but not the latter part. Do the same sort of thing with a cookbook (with controlled readability) and other ABE materials.

Distinguishing main ideas and supporting details may be practiced in a unit on air pollution by asking the student to keep in mind the questions, "What is the author talking about?" and "What did he say about it?" The same thing can be done with ne wspaper reports with reduced readability. "What is the man reporting about? What does he say about it?"

Distinguishing between relevant and irrelevant information can be taught through the use of advertisements by asking the student to cross out the words that do not describe the product and the information that really does not pertain to the product. Again in some cases the teacher will have to first reduce the readability level of the advertisements being used.

Classifying and ordering information ability is needed in units on such things as the family budget, taxes, and insurance. In the family budget unit the student will read about income and spending and the items that fit under each classification. In a unit on taxes he will need to read to determine the kinds of taxes he may be paying and list the cost to him in their financial ranks.

Comparing and contrasting may be taught by having the student read full page food advertisements and comparing values from ad to ad. It may also be done through the use of food can lables as well as in many other ways.

Other skills such as predicting outcomes, outlining and summarizing, drawing inferences, detecting author's intent, recognizing reasoning fallacies, and formulating conclusions may be taught in units on buying, health services, legal aid, job applications, employment services, etc. In some cases materials for teaching basic skills training are available in specially designed programs. Examples of such programs are Reading Development Kits A and B (Addison-Wesley), Reading Attainment Kit I and II and Modern Consumer Education (Grolier) are just a few of the materials devised for teaching both information pertinent to ABE and which can be used as vehicles for developing the ABE curriculum. Among the projects concerned with materials development for ABE in the Rural Family Development Project at the University of Wisconsin. Borris Frank and Steve Ugardi will send some of their units on request.

Adult Basic Education materials are relevant to the students' needs for by definition, if they are not relevant then they are not ABE materials for him. The ABE student does not need to be able to identify the

parts of speech; he needs to be able to use them automatically. The ABE student does not need to know the capitals of the 50 states; he needs to know where to look them up. The ABE student does not need to memorize the formula for determining the diameter of a circle; he needs to be able to read basic formulas and know where to look them up.

The proper approach to formal ABE instruction is through the diagnostic-prescriptive approach with the prescriptions being written in terms of the students needs as perceived by both teacher and student. Sometimes the student must be led to perceive a need but until he perceives it then the work will not be relevant or meaningful to him. The continuous informal diagnosis-prescription teaching should be within a learning laboratory or a room very well supplied with materials for teaching basic skills along with ABE curriculum concepts and information. Largely, above a second grade readability level, reading instruction should occur within an ABE concept teaching material such as formal kits, workbooks, programmed instruction, reduced readability newspapers, telephone books, government pamphlets, drivers license manuals and cookbooks.

"Reading Materials: Their Selection and Evaluation"

by

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Probably the most important factors contributing to the success of an ABE program are teacher attitude and willingness to learn and change and adequacy of the teaching materials. Let us assume that the first component is available and precede to discuss the second component and the reasons for careful selections of the factors that make it up.

First - People learn at different rates of speed so no two people will need the same amount of time to absorb the same amount of learning.

Second - People differ in their learning power so the depth of knowledge each student is capable of learning differs.

Third - People differ in their attention and concentration spans so the time on tasks differs from student to student.

Fourth - People differ in their degree of flexibility so the use of differing approaches with different students should vary in accord with this component.

Fifth - People differ in their styles of learning and in their degree of capability to use different avenues of learning.

Sixth - People differ in their backgrounds and individual value system and this affects their approach to different materials.

If these assumptions are true then only a fool would use any one approach with all students. Unfortunately in many elementary and most secondary schools one approach is used. In fact, it is the mode. ABE programs that use one approach tend to fold up and the teachers are out of jobs. Today it is unusual to find a one approach program in ABE. Today the elementary and secondary schools could learn much from this young educational venture.

For purposes of organization and ordering, it is useful to break the various materials into groups. However, the classification system tends to be slippery and somtimes one material could be classified under several

of the major approaches. The system I presently use follows:

The cumulative vocabulary approach. This consists of a series of books or workbooks utilizing controlled introduction of vocabulary either based on the words ranking in terms of frequency of use or the patterns of spelling of words (linguistic or "word family" method). The Mott Program (Allied Educational Council) and the Systems for Success Program (Follett) are examples of this.

The multi-leveled kit approach. This approach uses short selections graded in terms of readability with the materials sometimes classified into the areas of ABE such as health, law, work orientation, etc. The student selects from among articles at a given readability level. The Addison-Wesley Reading Development Kits and the Reading Attainment System are examples of this approach.

The programmed workbook approach. This uses small frames which attempt to teach a bit of information and then let the student check if he learned the information. Programmed Reading for Adults (McGraw Hill) and Lessons for Self Instruction (California Test Bureau) are examples of this approach.

The experience approach may rely on teacher-student developed materials or be combined with materials already developed and with stimuli for aiding the student and teacher to develop materials based on the students' experiences. J. B. Adair's Reading for a Purpose builds this into the program but insures coverage of basic decoding and comprehension skills through examples and pupil-teacher guidance.

The Work-text approach. This category includes worktext programs that were developed separately but which complement each other. Its an old approach but one liked by many teachers and students. The Steck-Vaughn materials such as The Adult Reader, My Country, and I Want to Read and Write are examples of this approach.

The mass media approach is best exemplified by Operation Alphabet and the Lauback Films over television. It does not work well for it violates the basic principles of good teaching.

The individualized reading approach is based on self-selection by the students and guidance of their reading activities. Folletts Vocational Reading Series and Accent on Education Series are useful with this approach.

The computer assisted instruction approach uses programmed instruction delivered by computer. J. B. Adair is the authority on this approach to teaching reading to adults.

The ecclectic approach is the soundest of all approaches. It selects from the many approaches those which best suit the individual student. Using this approach the student may spend part of his time in programmed instructional materials, and part of his time in group activities involving the experience approach.

Since people differ, individual reading programs differ, and for most of the skills instruction class lesson plans are useless. Instead of class lesson plans each student is given individual prescriptions based on teacher informal diagnosis with the prescriptions being written in the trade name of the materials fitting into the desired approach. Prescriptions are constantly modified as the student moves along in the program. Basic to a good program are easily applied informal diagnostic inventories and a well stocked classroom of materials that utilize the many approaches.

"Evaluating Written ABE Materials"

by

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Generally when the evaluational process is discussed, sophisticated discussants talk in terms of criteria, the validity of the criteria and the reliability of the criteria. Assuming that the criteria have a high degree of validity and thus also a high degree of reliability, other evaluational factors must be considered. These include usability in terms of the mechanics of use, size, etc.; cost or its contribution in terms of the percentage of the budget it will require; contribution to the communication and computational skills development aspect; contribution to the content aspects of the program; and contribution to the attitudinal aspects of the program.

The criteria and their validity. The criteria for appraising materials for the communication and computational skills development factors include:

1. The readability level should be given and the readability formula, word list, or validation group used should be specified.

2. The size of the print should be 12 point and the print should not be "arty" or all capitals.

3. The units should be short, self contained (although related), and in some cased deal with a single skill or concept.

4. The language should be informal using contractions, where appropriate, narrative style, and in the early stage, short sentences and paragraphs.

5. Provisions should be made for differing time segments for different students.

6. There should be a "main line" program for skills development with provision for branging to related materials and with provision for "jumping" materials not needed by an individual student.

7. Accompanying materials should include informal diagnostic aids.

8. Rhetorical devices such as sub-heads, color cues, etc. should be used.

9. Different approaches should be used including programmed instruction, controlled vocabulary, worktext, etc.

10. The spelling instructional materials should teach the spelling options not individual words.

11. The arithmetic materials should teach immediately applicable skills.

The criteria for appraising the appropriateness of materials designed to teach the information and concepts approapriate for ABE students should include the foregoing, for whenever possible skill development should be done within the content areas. Except were pure drill is indicated, the concept or the attitude being dealt with should be clear. Criteria for the selection of content area materials include:

1. The purpose of the material in terms of what information and what concept each segment is designed to teach should be clear.

2. Writing devices such as analogies, examples, contrasts, etc. should be easily identifiable, concrete, and within the experiential background of the students.

3. Check-points, formal or informal, should be used to aid the student to check on his own learning.

4. The teaching should be direct and limited to the immediately useful or immediately sensible (to the student).

5. Writing patterns should be easily identified by the reader and while variety is helpful in maintaining interest, abrupt changes in styles may confuse the students. A central pattern should prevail.

"Evaluation of Adult Basic Education"

by

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I would like to divide this presentation into three parts. The first part is a general discussion of need for evaluation and the steps in evaluation; the second part of the presentation is concerned with the problems of evaluating adults; and the third part is directed toward the evaluation of adult education programs. Since most of you are or will be engaged in adult basic education, I will center my remarks around this particular adult education program and clientele.

What is Evaluation?

There have been many definitions of evaluation. For our purposes, we can define evaluation as measuring progress against goals. What we are really saying is that evaluation is a process of knowing where we were at one time, where we want to go, and an evaluation of the techniques for getting from one point to another. Please note that once we establish where we want to go or the goals, we evaluate techniques for achieving these goals and not the goals.

Why Evaluate?

There are a number of reasons why it is important to evaluate adult education programs. The first important reason for evaluation is to gain additional information to use in guiding the student. He is the most important component in the adult education program. Learning is facilitated when progress toward goals is known by the learner and areas of weaknesses are also known.

A second important reason is that adult education is a marginal field within education. The marginality of the program demands that we evaluate it to justify its existence. Burton Clark, in his book Adult Education in Transition, discusses this point of marginality of adult

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[1] Burton R. Clark, Adult Education in Transition; A Study of Institutional Insecurity, Berkeley, University of California Press, 1958.

education. He noted that the buildings in which adult education is taught are often not adult education buildings, but public school buildings. If something happens and the classrooms are needed, adult education is the first to be asked to change its schedule or to leave. If there is a tight budget, adult education is the first program to go. Due to the status of the program, we need to be able to document our successes and justify the program.

Another reason for evaluation is to improve the program. No program can go without improvement. As you improve the program, you improve the student's chances for goal achievement. You improve the opportunity for him to learn more efficiently and more comprehensively.

You also evaluate to see if the goals were achieved. If you fail to achieve goals, the program is probably not satisfying the needs of the students.

You can facilitate staff growth and improvement by evaluation. You can spot certain weaknesses whether it be administrators, counselors, or the teachers. Many times staff members settle into ruts and fail to adapt new materials or new techniques developed which will aid the adult learner. In-service training needs can often be identified through evaluation.

Steps in Evaluation Process

Before we can evaluate we must determine what our goals are. The goals in adult basic education have to be arrived at jointly by the teacher, the administrator and the student. The student is the key person in establishing the goals. Many times adults come into an adult basic education program with very limited goals. If the student cannot write his name his only goals may be to learn to write his name. This is the goal that we should assist the student in obtaining. However, this does not mean that a teacher cannot work with the student to establish new and more ambitious goals. The important point is that the student must be an integral part in establishing his goals.

A goal is appropriate only if there is a realistic possibility that it can be achieved. In other words, being able to read Shakespeare is not an appropriate goal for adult basic education students who are entering the program at Level I. In order to avoid stating global, idealistic goals, each goal should contain three components:

1. a description of what the learner will be doing when he is demonstrating that he has reached the objective

2. time limitations imposed on the achievement of objectives

3. criterion of acceptable performance [2]

There are four sources of objectives in adult education programs. The first source of objectives is the values held by society. Many of the adult participating in the basic education program have a value system which differs from that held by the teacher. The teacher will have to understand his own value system before he will be able to understand and develop goals based on the value system of the disadvantaged adult.

A second set of objectives are found in the organization. In order to conduct a basic education program, an administrator may have to have a specific number of students in the classes. A teacher may have a goal to advance students a specific grade level in a specific time period or to produce a specific number of students with GED's.

The subject matter itself is another source of goals. The types of materials, teaching techniques and resources suggest objectives to the teachers. For example, did the student master the material in a specific chapter?

A fourth source of objectives is learning theory. Adults have unique characteristics which influence the manner by which they learn. Awareness of these differences is important in establishing goals. This relates directly to the last source of objectives. The adult basic education student may participate in the program to upgrade job skills or to find employment or to be able to help his children with their homework. The needs and interests of students must be considered in establishing program objectives. [3]

The second step in evaluation is defining the behavior desired. One of the global objectives in adult basic education is to produce responsible citizens. What is a responsible citizen? You must be able to define a responsible citizen before you can measure it. For example, did he register to vote? This may be one act of a responsible citizen which can be measured as a goal.

The third point in the evaluation process is determining the acceptable behavior. Is performance on tests really an indication of goal achievement? For adults, this is usually a poor indication of achievement. This point will be discussed later.

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[2] Robert F. Mager, Preparing Instructional Objectives, Fearson Publishers, Palo Alto, California, 1962.

[3] Wilson Thiede, "Evaluation and Adult Education", in Gale Jensen, A. A. Liveright, Wilbur Hallenbeck, eds. Adult Education Outlines of an Emerging Field of University Study. Adult Education Association, Washington, 1964.

The fourth step in evaluation is the collecting of evidence. You can collect evidence on goal achievement by tests, by data sheets, video tapes, interviews, and many other techniques.

The final step in evaluation is summarizing the evidence and making judgements. One collects and summarizes only data which will provide information on the attainment of goals. Data is absolutely no good unless you are going to use it. The only use for data is to determine if the goals were achieved.

Using the Evaluation Report

Assuming that the evaluation has been completed, who should receive and read the report?

The report should be given to congressional leaders who want to know if the federal fund expanded under the Adult Education Act is being used to good advantage. Professors of adult education who want to make adult education more effective need to know more about students: Why do they enroll? Why do they drop out? What methods and techniques are most effective?

Teachers need the results of evaluation reports in order to determine their strengths and weaknesses, to select the most effective program materials and methods and to assist in identifying and understanding needs and interests of the students.

Administrators need information in order to enlarge and improve the basic education program and aid in selection of effective teachers.

Of course, the evaluation information is important to the student. He needs to know that he is making progress and that the sacrifice is worth the time and effort he is investing.[4]

Evaluation of the Adult Basic Education Student

The one point that needs to be made in evaluation of adult basic education is that evaluation is not restricted to pencil and paper test on material presented entirely in the classroom. The student in the adult basic education class is unique. His uniqueness demands a variety of evaluation techniques, in addition to criteria tests.

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[4] Curtis Ulmer, Teaching the Disadvantaged Adult, Atlanta, State Department of Education, 1968.

An effort also needs to be made to destroy the myth which has arisen that adult do not like to take tests. If handled properly adults will even request that teachers allow them to take a test to determine the amount of progress being made to a specific goal. Obviously for this to occur, the teacher must do a tremendous amount of work to reduce the test, as a threat often given as punishment in public schools, to a device used to aid the learner in goal achievement.

Student Placement

Special attention should be paid to student evaluation for placement purposes. The student is often filled with anxiety and doubt when he enters the adult basic education program. If the teacher is unable to reduce the fear and convince him that adult basic education can help fulfill his needs, the student may never return. The first problem the teacher has with a new student is that of diagnosis.

The teacher may use interviews, standardized tests, teacher-made tests or criteria tests. It is usually best to avoid giving adults tests during their first two or three weeks in the program; therefore, the teacher, counselor or administrator is forced to place the student through an interview. Some staff members are capable of accurate placement using the interview technique. Other staff members will use gimmicks such as allowing the student to select a book he is interested in from a rack containing books at different reading levels. Many times the adult will pick a book at his own reading level.

Standardized tests present many unusual problems to adult basic education teachers and students. Most tests assume that the student can read. This would not be a problem except that many students will try to take the test rather than admit that they cannot read. The resulting frustration may cause the student to drop out of the program.

Another problem with tests is the rigid format. Many tests have separate answer sheets with tiny spaces crowded together for writing answers or marking choices. Complicated directions and time limits cause additional hurry and worry for the student.

Most of the standardized tests are written only in English. For adult basic education programs in large urban areas with a large concentration of foreign born individuals, this is a particularly important problem.

Another problem is that many of the test items are irrelevant. It is degrading to an adult to be asked to count balloons or dolls in standardized tests. Few tests designed for adults are available. Some of those

tests designed for adults have never developed norms for the adult population.

The last point which should be brought out is that recognition and recall tests do not test how well a student will perform in real life situations. Many times this information can be obtained from employe rs and friends much easier.

After the student has been placed, the teacher must still change the attitude of adults from tests as punishment to tests as a guide to continued growth and learning; and from evaluation only by the teacher to self-evaluation.

As mentioned before, tests on subject matter are not the only means of evaluation. Based on the known characteristics of the disadvantaged population, the desired performance level and the major program goals, there are many appropriate indicators that might be used in the evaluation.

Ronald Shearon identified the following:

1. Have participants raised their achievement level? (as determined by the standardized achievement test)

2. Have participants improved their employment status? (as determined by the number of adults becoming employed, obtaining job promotions or increasing salary)

3. Do participants persist in continuing education? (determined by actual attendance)

4. Have participants improved their self-concepts? (determined by self-concept scale)

5. Have participants improved their attitude towards education? (determined by an attitude toward education scale)

6. Have participants become more active in civic, political and religious organizations? (determined by a social participation scale)

7. Have participants improved their feelings of control over what happens to them in life? (as determined by an internal-external control scale)

8. Have participants improved their feelings of hopelessness and despair? (determined by an anomie or alienation scale)

9. Have participants raised their educational and occupational aspirations? (determined by an aspiration scale)

10. Have participants raised their level of living? (determined by an appropriate level of living scale)

11. Have participants acquired a salable occupational skill? (determined by an appropriate test and follow up)

12. Have participants' children improved their performance in school and their attitude towards education? (determined by school performance records, drop out rates and educational attitude scale.)

13. Have participants improved their work beliefs? (determined by appropriate work belief scales)

14. Have participants and their families improved their health practices? (determined by an adoption of health practice scales)

15. Have participants and their families become more adjusted as a family? (determined by an appropriate family adjustment scale)[5]

Adult educators need to seek answers to these and similar questions in assessing the extent to which the major program objectives are being made.

The Appalachian Adult Basic Education Demonstration Center has produced a number of instruments which are used to evaluate adult basic education students. There are forms for demographic information, recruitment and follow up, student withdrawal, agency referral, and employment status. These forms are to be kept up to date by the teacher. This means that each student will need a folder for his records. Although it would appear at first glance that the teacher would be bogged down with forms, this is not the case; notations are made on four of the five forms only when there is a change in the status of a specific student.

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[5]Ronald W. Shearon, "Evaluating Adult Basic Education Programs", Adult Leadership, Volume 19, No. 1, May 1970, pp. 20-21.

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
STUDENT INFORMATION SURVEY

The teacher, counselor, or other staff member will interview and fill out this form for each participant.

Name _____

Address _____

Telephone Number _____

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1. In what year were you born? _____

2. Sex: (check) _____ Male _____ Female

3. Race: (check) _____ White _____ Negro _____ Other _____

4. Marital Status: (check) _____ Single _____ Married _____ Other

5. How many children do you have at home? _____

NAME OF CHILD	AGE	GRADE IN SCHOOL
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. How many years have you lived in the community? _____

7. Highest grade parents completed. _____ Father _____ Mother

8. Highest grade you completed in school. _____ Where _____

9. What is your primary occupation? _____

STUDENT INFORMATION SURVEY CON'T

10. What is your current work status? (check)

_____ Employed full time
_____ Employed part time
_____ Unemployed but seeking work
_____ Not seeking work - Unemployed
_____ To be placed through this project

11. If not employed full time, the main reason is (check)

_____ Unable to find work
_____ Keeping House
_____ In school
_____ Retired
_____ Disabled
_____ Other (specify)
_____

12. How was the contact between ABE and the participant made?

_____

_____

_____

13. Reason for participation in ABE?

_____

_____

_____

_____

_____

_____

14. Has the participant been enrolled in ABE before? _____ Yes _____ No

15. If yes, how long? _____

16. Additional information:

RECRUITING AND FOLLOW-UP

WEEKLY REPORT

Name _____ For week of _____

Number of Initial Contracts	Number of Enrollments As result of Contacts						Follow-up Contacts of Counselor-Aide-Recruited Students		
	As result of Initial Contact			As result of Follow-Up Contact			Before Enrollment	After Enrollment	
	New	Re-Enrolled	Transferred	New	Re-Enrolled	Transferred		By Counselor	By teacher or other ABE personnel

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
WITHDRAWAL FORM

This form should be completed by the teacher for each student who withdraws from class.

1. Name of student _____

2. Number of hours in attendance before withdrawal _____

3. Please indicate the attendance pattern of the student before he withdrew from class by checking one of the statements below.

_____a. withdrew after attending one or two classes
_____b. withdrew after period of irregular attendance
_____c. attendance was good, withdrawal was abrupt

4. Please indicate the grade level of the student

_____a. Level I
_____b. Level II
_____c. Level III

5. How many hours of instruction did the student miss before he was contacted? _____

6. Please check the statement below which best describes the reason why the student withdrew.

_____a. transferred to another ABE class
_____b. entered other educational training
_____c. moved away
_____d. completed requirements for eighth grade equivalency or beyond
_____e. secured employment
_____f. lost interest
_____g. conflict with work
_____h. family problems
_____i. other reason(s) Specify _____

_____

AGENCY REFERRAL

Name of student _____

Age _____ Sex _____ Length of time in Program _____

Race _____ Beginning Achievement Levels _____

Referred to			Reason for Referral	Outcome	Achievement Levels (Approx) at time of Referral
Agency	Date	By whom (Name & Title)			

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
EMPLOYMENT STATUS

This form should be filled out by the teacher for each pupil enrolled.

1. Name _____

2. Please indicate the employment status of the student by checking the statement below which best describes his position.

   _____a. Employed full time
   _____b. Employed part time
   _____c. Unemployed, but seeking employment
   _____d. Unemployed and not seeking employment

3. If employed, what is the student's occupation? _____

   _____

4. If unemployed, what type of work has the student done in the past?

   _____

   _____

5. What type of job would the student like to have?

   _____

6. Occupational changes since enrollment?

   1. _____
   2. _____
   3. _____

   Reasons for change?

   1. _____
   2. _____
   3. _____

Program Evaluation

There is still another aspect of evaluation which should be presented. This is program evaluation which is usually conducted by an administrator. The decisions made by an administrator in evaluating the adult basic education program are different from those by a teacher evaluating his class and students.

The administrator must first decide upon the type of evaluation, internal, external, or a combination which he plans to conduct. In an internal evaluation, only staff members are involved. There are certain benefits in this type of evaluation: (1) The staff is most knowledgeable about the program. (2) More likely to adopt practices they recommend. (3) Evaluation skill can be developed in staff. External evaluation refers to evaluation by an outside person or group. The comparative advantages of the external are: (1) Greater evaluation skills. (2) Usually has greater knowledge of new methods and techniques in adult basic education. (3) More objective. Sources of external evaluation specialists are universities, private firms, and professional associations. Of course, there are advantages and disadvantages in using either of these.

Most administrators should use a combination of internal and external evaluation for the most effective job. This, of course, depends on the time and money available for evaluation purposes. Regardless of which type of evaluation is finally decided upon, it is important that the administration gain the support and cooperation of teachers and students.

If an outside evaluator is use, the administration should require a written proposal with a budget, summary of the qualifications of the evaluators and a plan for evaluating. A formal contract should be signed.

Assuming that a combination type of evaluation plan is decided upon, the administrator's role becomes that of monitoring and liaison between evaluators and the teachers. After the evaluation has been completed and reviewed by the administrator, he must make a final decision on the best use of evaluation reports. This includes both dissemination and the adoption of recommended practices. There are many uses for an evaluation report. It can be used to improve the program, meet federal and state requirements, as a public relations document, for planning, as a support document, or to justify the need for continuation or additional funds for the program.

In summary, evaluation has been neglected in adult basic education. We have been too busy recruiting students, training teachers and administrators, and identifying effective methods, techniques, and materials. We have now reached a point where evaluation should be an integral part of the adult basic education program.

"Teaching English to Students of Other Languages"

by

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I would like to speak today, quite specifically, of the role of English teaching in the Adult Basic Education programs. It is common for linguists and specialists in foreign language teaching to have a set of lectures prepared - a 25¢ lecture, a 50¢ lecture, and a $1.25 lecture - depending on the length of time allotted. Most of these I find inappropriate because they include the essential information about linguistic backgrounds and foreign language methodology but are not directly concerned with the role of English language teaching or, even more specifically, standard English as a second language or alternate dialect teaching in Adult Basic Education programs. Let us try to determine whether or not we can accept wholesale some of the things that linguists and foreign language educators have said about language teaching. I think it is apparent that many of the things we know about language and language learning and some of the rules we have laid down in the past are probably not appropriate for adult learning.

Let's look at some of the more commonly accepted notions -- especially as they grew out of the field of structural linguistics, a primarily American development which came about as a result of linguistic interest in the Amerindian languages. Previous grammars were traditionally oriented, that is, based for the most part on Latin and Greek. As philogists began to investigate the other European languages, they found these languages to show a pertinent relationship to Latin and Greek. That is, we can use a Latin model to describe English grammar, for instance. It isn't a perfect fit - we have to push some corners and edges, but we can talk about it fairly well by using the terms that we use to describe Latin. Linguists discovered, however, when they began to look at the Indian languages that there was simply no way they could superimpose traditional grammar on the constructions that were the base for such languages. For example, such notions as "word" simply did not exist or were radically different in those languages. Obviously, what had to be devised was some system that was not prejudiced about certain basic assumptions concerning language. American anthropologists-linguists tried to deal with those things that were immediately discoverable.

At the lowest level this is simply sound. All healthy human ears are

pretty much the same. If I hear the sound /P/, I can choose that arbitrary symbol to represent it. If I call this sound / pi/ just to be able to pronounce it then I am actually producing two English sounds. I can put together a string of arbitrary symbols that indicate the sounds that were omitted by a native speaker of a particular language. As yet I have not said anything about the organization of sounds or larger units in that particular langauge.

The people in linguistics at this time were also fairly good phoneticians - that is capable of discriminating among sounds. They recognized very early that there was not just a [p] sound but a [p^h] sound also. Linguists then had to ask, "How are these sounds organized so that people can understand language?" They noticed some very peculiar things . English, for example, had the [p] sound in the word spit , where there is no large puff of air, but it also had the word pit, where aspiration accompanies the "p" --[p^h]. As far as the ear is concerned, these are really two different sounds. What linguists discovered then was a psychological reality rather than an acoustic reality. As far as the native speaker of the language is concerned, the varieties of "p" are all known as "P's" not a sound at all but an idea. Linguists call this "idea", the basic unit of organization in structural linguistics. It is, quite specifically, the organization of sounds which I am capable of discriminating with my ear but which are not of cognizant significance to the speaker of the language. In other words, the native speaker of English does not care if he hears the [p] in spot or the [p^h] in pot; they are still both /p/ even though the ear can distinguish between them.

The reason this particular approach to the study of language is important is that these specific differences do not add up in other languages to the same idea. In Thai, for example, the difference even at the beginning of the word between p and p is significant. It doesn't make any difference to the native English speaker if I put a little puff of air in spit , [sp^h it], he still hears a /p/. On the other hand, if, in Thai, I say [pai] and then [p^hai] , I have created a different word. It is difficult for native speakers of English to realize at first that these , to us minor, or organizational differences in a sound system are important to the speakers of other languages. An example of similar confusion about English exists for the Spanish speaker who must master our /d/. Although there aren't too many varieties of /d/ in English, we can detect a "t" - like "d" in madder which is quite different from the "d" in die. If we look at a Spanish word like dade, however, we will find there are radically different "d's". English speakers learning Spanish are tempted to say /dado/ or even /dedo/. Actually the pronunciation in isolation, is much closer to /dad̪o/. So this sound which is a /d̪/ to us and represents, psychologically, a different "sound", is in Spanish a /d/.

If a Spanish speaker said /dado/, he would be understood although people would feel there was something amiss. Ultimately, then , the sounds d and d in Spanish both point to the "psychological" /d/. This is why at a certain point in our organization of sounds, we are really not talking about sounds at all; we actually move from talking about acoustical realities to ideas of sounds. Very often we say to students in literacy or pronunciation classes, "Listen to these sounds. Don't you hear the difference?" Often, we are producing an acoustical but not a psychological difference for the student. So the Spanish speaker who hears /d/ and /d/, which we treat as significantly different, actually hears only /d/. Not until he acquires a certain degree of sophistication does he realize that what he has been identifying as one sound is actually two sounds in the new language.

The next linguistic unit which had to be discovered was the one carrying meaning independently. A phoneme by itself doesn't mean anything until it is organized into some kind of structure. There are some combinations of phonemes which don't occur in English. For example, although both /n/ and /d/ exist in English, they never appear in the order/nd/ at the beginning of a word. In many African languages this order is very common and very pronounceable. In Xhosa, a Bantu language of South Africa, the first person pronoun is nd; a similar cluster exists in most of the Bantu languages.

A morpheme is an organized group of phonemes which carries "meaning" in a language. Morphemes are not exactly words, for when we talk about words, we take a slightly prejudiced view of the way a language is made up. The word-morphemes in English are fairly easy to discover; they can be put into a dictionary and glossed in a traditional way. On the other hand we can put "-ed" into a dictionary and say it has meaning. In fact when "-ed" is attached to a verb it means "occurred in past time." In languages, then, there are morphemes of two radically different kinds. First, there are free morphemes. Languages which have word notions - words are really just free morphemes - isolate items that don't necessarily have to attach themselves to anything else to carry the full message. Second, there are bound morphemes - those that cannot occur independently. For example, sentences in English do not contain an "unattached -ed", indicating that the listener should put the whole sentence in the past tense, a device used in some languages. English does, however, do this with adverbs to indicate certain notions. Frequently or usually, for example, are free units attached to the entire sentence to indicate distribution, temporality or some other notion.

Morphemes obviously do have some kind of organization. Certain bound morphemes must be put into certain kinds of distribution with other bound or free morphemes. We know, for example, that /s/,

/z/, or/ɨz/ indicates plurality when added to a noun. Earlier we noted that we couldn't say there was a sound p. Instead we had to say that there is an idea of sound which is represented acoustically by a number of different sounds but that those differences are not important to native speakers of the language. Similarly, one cannot find out from a linguistically unsophisticated person what is really going on when English nouns are made plural. There exists an idea of plurality, but, again the distribution, in this case /s/, /z/, or /ɨz/, is not a conscious distinction made by the native speaker.

Finally, structural linguistics studied the order of occurence of the bound and free morphemes. These syntactic patterns or orders of accurence can be determined by labeling large and then smaller "slots" in the grammar. I kicked the dog, for example, indicates that the significant slots noun phrase, verb phrase have been isolated, and that, within the verb phrase, a distinction has been made between the verb and a second noun phrase. We might add the information, as the structuralists did not, that the first noun phrase is an instigator or performer of an action described by the verb and that the second noun phrase is the "sufferer" of that action. We can't assume that these positions or meanings are known to students who are learning English as a second language; their native language might be organized in an entirely different manner. Western European languages, however, are more likely to have systems that more or less coincide with English. We are really not concerned here with grammar in any technical sense at all but with the roles that these units of language are actually playing in the sentence. When we explain to a student that a sentence has a subject, we are not so concerned with "subject", which is an empty grammatical notion, but with the fact that there are noun-like things that can occur at the first of a sentence. What kinds of things do we put there? What kinds of roles do they play, not grammatically but semantically? It is more important to associate some notion of agent or performer of action with this position than the notion "subject" because the word subject tells nothing about what is going on in the sentence. The more important semantic information is that this subject is the thing which is "doing something" in the sentence. These are the kinds of underlying realizations that a person must "know" before he can really speak a language. Often we train students to speak a language, using what are erroneously called linguistic methods, and have them turn out to be very good computerized agents of the language but not very meaningful communicators. After pattern practices they may be able to say, "The man hit the door with a rock. The man hit the door with a stick. The man hit the window with a rock. The woman hit the window with a rock." We are often pleased with this type of work; it seems as if the person is learning the language. I think we should be concerned though that in this

type of pattern work, especially with adults, that we don't overlook such very basic notions as, "This is a guy who gives something to or does something to this thing." "This is the person who performed the action." "This is the type of action." "This is the thing that had something done to it, and this is the thing the action was done with." This is information that may seem rather childish but is too often overlooked. In fact in many guides and textbooks, teachers are told not to worry too much about what the words mean. Students are asked to repeat a large number of sentences, substituting words or patterns. That is all right if it is accompanied by some realization on the students' part that what is going on here is in fact message. They must learn that an agent is performing some kind of action on an object and in this case that he is doing it with something. Unfortunately, English allows other orders, including, "The stick hit the door." Many languages do not allow an instrument at the beginning of a sentence -- an inanimate thing which seems to willfully strike another inanimate object. What seems childish at first is the result of our internal look at English. In many languages things like sticks just don't hit things like doors. Because we examine such notions internally they seem very elementary when in fact they are very complicated. In short, a teacher may not even assume that "nouns" in their various roles, are universally similar.

Before we move on, let's look a little further at what language really is. The structuralists said that it is composed of sounds. We discriminate many more sounds than the number psychologically distinct for a native speaker. The psychologically distinct phonemes may be organized into morphemic units like it, boy, and -ed; these words and affixes are arranged in a syntactic pattern, that is, sentences. All this seems rather straight forward. It suggests that, first we should teach the sound system of a language. Students from other language backgrounds will meet a number of odd sounds in English -- sounds that simply do not exist in their languages. They may also encounter such confusing sounds in English as /ð/ and /d/ which exist in Spanish but both equal /d/. Finally, there may be a difference in the distribution in sounds in the language. If we are learning the Xhosa, we will notice that many words begin "-nd." Even though corresponding sounds may exist in the languages, some work may need to be done on the distribution of those sounds. Inflexions need to be taught, but that isn't a monstrous job in English, though students who are native speakers of highly inflected languages will find our strict (and significant) word order strange. After vocabulary, language teachers usually list "sentences" as the next item of business. If, as the structuralists, we count basic patterns, there aren't many sentence types. The difficulty with this outline is that all the linguistic components put together don't necessarily lead to effective communication. There is a misleading theory underlying this list of items which suggests that students must learn to copy specific models. That in itself is not bad, but there is something wrong with a

description of language which suggests only that, such a point of view seems to think of language as a finite system, and, unfortunately, that is not true. There are an infinite number of sentences in English. How can a grammar account for the fact that I am producing some sentences here that I have never heard before? If language is really finite I shouldn't be able to do it. I must have some kind of mental capacity for producing language that is not completely described by a structuralist system. What kind of capacity is that?

A mind is a finite thing, yet we just finished saying that speakers are capable of producing an infinite number of sentences. How does one take a finite mechanism and make it produce an infinite number of things? Suppose that grammars have some rules of the form $x \longrightarrow y(x)$. Since the "x" optionally reproduces itself an infinite "string" of "y's" can be produced. Isn't this what happens in sentences like, "she is very, very, very, very pretty."? This, however, is very "simple infinity." A better example may be seen in the clause modifiers in English. A sentence is compose at the highest level of a noun phrase and a verb phrase. The verb phrase is composed of a main verb and, often, in English, of another noun phrase. There must be something in the brain, however that permits the re-introduction of a high-level sentence symbol. In "the man who hit the tree hurt his fist." for example, the re-introduced sentence is "the man hit the tree." By allowing a sentence symbol to recur any number of times, an infinite number of sentences can be produced. In some ways this is theoretical and technical linguistics. In many ways these are important notions because they show that we cannot provide a finite number of drills and exercises and let students come up with the notion of communication on their own. The fact that a finite number of elements exist in a language and that the native speaker has ways of combining into an infinite number of actual productions are central notions in communications

Let's examine this now in terms of teaching people who do not speak English sentences. What are we teaching and what types of things are we looking for in the performance of the student? It's true that we have to teach the phonological and morphological systems. It's true, too, that basic patterns are helpful notions for practice. But it's also true that we have to encourage and promote communication. Communications go on almost in spite of many things teachers do. In the last 20 years we insisted on far too much accurate performances, an end result rather than a beginning stage of language learning. Children in their early language development are in fact talking. We don't insist that the surface performances of very young children be absolutely correct. What we are concerned with, whether we really know it or not, is that they begin to grasp certain linguistic essentials.

If the child comes up with "Bad mans hit doggie." we are happy with that, even though the third person marker has been added to the noun and there is a curious disregard for articles. We are "permitting" the child to communicate in ways that we can readily understand, and we are assured that the semantic categories - performer, action, sufferer - are "known". The time we think we are spending with our children teaching them the language usually concerns prescriptive elements such as who versus whom or developmental items such as I versus me. In fact it really makes no difference as far as a basic semantic level is concerned whether one puts I or me at the beginning a sentence. We are pleased with such sentences from our children because we know that they are isolating categories at a very basic level. When we teach beginning language classes, however, we don't allow for any of this natural development at all. We insist on "accurate" performances. My suggestion is that every time students commit one of the "bad performances" they strengthen certain basic semantic elements rather than getting deeper and deeper into the hole.

These are some of the basic things about what a language is and some of the misconceptions about the ways a language works. Let's look specifically now at some of the kinds of problems encountered, not only in the teaching of English as a second language but in some of the newer fields, in particular, sociolinguistics and dialectology. Many people are convinced that the eradication of various kinds of dialect is the answer to egalitarian education. Others are concerned that all dialects be treated as equal. Before we can discuss this problem, we must know a little of the history of regional American speech.

As you know these parts of the east coast were settled by people who came from different parts of England. If we go down the East Coast even today, we can find fairly well defined dialect areas. These areas expand and break down farther west, as you might expect. People from different areas migrated, in some instances, to the same places so the dialect boundaries that are very strong in the East begin to break down in the West. There remains, of course, some very clear lines. For example, a line runs right through Columbus, Ohio called the "greasy/greazy line." Columbus is a the northern limits of the /z/ pronunciation. The line is also close to the northern limits of what can be called the "bimodal constructions." South of this line it is quite possible to say "I might could go" or "I ought to could go" but in northern standard speech, the possibility of putting two modal verbs together in one sentence simply doesn't exist.

The first thing to realize is that these distributions are geographical and have little to do with socio-economic or cultural backgrounds. In each of these areas there is a variety of American English that can be called "standard." That is, for the purposes of this community, there

will exist, and in fact in every place, a variety of English which is indicative of educational achievement.

One of the things we need to ask ourselves; not only in the teaching of English as a second language but also in working with native speakers, is what kind of English are we teaching? What in fact is the standard of the community? If a teacher from Boston insists on that variety of English while teaching ABE students in Arkansas, they are in trouble because they aren't wanted in Arkansas after the language job is done. In fact, for them to become members of that community in whatever role they want to fulfill, "Arkansas" is the way they should talk because it is appropriate to that area.

Things are further confused, however, by mobility. For example, when a person moves from the South Midlands to the North and lectures to a group of people in a dialect of the South Midlands, even though all of the constructions are perfectly good standard English, the speakers from the North, don't quite think as much of his educational attainments. That is perfectly good standard English in northern Kentucky and southern Illinois; it is the standard of that community. Yet as we go from one region to another we find suddenly that we are speakers of a dialect. When we are speakers in our home base then of course no one speaks a dialect. So as soon as people begin to move around, we find that what was first simply a geographical variety of English takes on sociological significance. Often there is considerable social and economic stigma imposed on those who come from different geographical speech areas. As you know when Appalachian whites move north, they encounter rather severe linguistic prejudice.

There are on the other hand purely sociological dialects and these are becoming more educationally important in the United States than regional dialects. What has happened in the educated community, even in the literate community, is the obliteration of some of the dialect distinctions that are purely geographical. More tenacious are sociological varieties that appear purely as a matter of education. For example, the continued use of double negatives seems to be a sociological marker that is the result of lack of educational opportunity. We still tell people that it is illogical to use a double negative when, in fact, many languages, including Spanish, use such constructions at all levels. It is, of course, not illogical, but it is not standard English. We must remember that there is no general logic that necessarily attaches itself to a language.

Let's look at these various kinds of sociological dialects. Some are simple, characterized by such constructions as double negatives and are immediately understood by members of every speech community.

For the most part the non-standard English of your area is available to you, perhaps not to you as a user of it but certainly as an understander of it.

Non-standard dialects occur, however, not only by reason of education but also by reason of isolation. In particular I am thinking of non standard black English. There exists a non-standard variety of American English which has a very clear and definite existence that we can associate with a race. We do not associate it with a race as a result of something innate: it is still a learned language pattern. In other words a person does not speak black English because he is black. He speaks it because he grows up in a language community that uses that language. There is rampant confusion on that matter. People are not born speaking black English. If they are black and grow up in China, they speak Chinese, not black Chinese. The people who speak black English grew up in a black English speaking community, and that is the only reason they speak black English. If you don't believe that, listen to blacks from Jamaica, from South Africa, or blacks from backgrounds in the U. S. where black speech is not one of the dialects of the community.

There are some very specific and characteristic pronunciation patterns, syntactic patterns, and lexical items in black dialect that cause difficulties for speakers of standard English. For example, "Don't nobody around here never mess with me." For speakers of standard English a sentence which begins with a verb can be either a question or a command. Which is this? Neither one. It is a flat statement. What it means is literally, "It is a fact that no one around here would care to challenge me." The translation that needs to be done for standard speakers indicates that the syntactic changes here are not at all characteristic of standard English. It is, in fact, a black syntactic pattern. Unfortunately our Head Start programs were predicated on the notion that many black speakers are verbally deprived. What do we mean when we say a person is linguistically or verbally deprived? Some say, "Well these kids grew up in the ghetto, and their mothers didn't have time to talk to them so they don't hear any language. They are verbally deprived." That's nonsense, of course. There is a lot of language in the ghetto. If your mother doesn't talk it to you, someone else will. These people are not verbally deprived as speakers of black English, if by verbal deprivation we simply mean that they don't know how to talk. Here are, for example, some constructions where, in fact black English makes distinctions standard English does not. This sentence, "I busy" can cope with adverbs like "right now" -- "I busy right now." But "I be busy right now. " is a strange sentence' in fact it doesn't exist in black English. What does exist is "Sometimes I be busy.", "Usually, I

be busy." or "I be busy all the time." But not "I be busy right now." Even without the adverb in black English, a speaker can indicate whether his sentence carries the meaning "usually", "sometimes", "frequently", "all the time" or "at the present moment."

Let's get one other thing straight about black English and other dialects. They are not monolithic. There is no one book which can provide a teacher with a list of all the sentences in black English. Remember, language is infinite. Not only are there an infinite number of sentences in black English, but speakers of black English hear standard English; they hear other varieties of non-standard English. You can't expect them to please teachers by speaking only one variety of non-standard English so they can be transferred nicely to another variety. The majority of speakers are already bidialectal, if not multi-dialectal. When we are dealing with non-standard speakers and have as a goal some achievement of standard English, the teacher's attitude is important. What kind of language did the student bring in? Since everybody brings in a full linguistic system, the teacher can't say, "I am going to improve your language skills." The teacher may help provide a new and different language skill but cannot improve on the one that the student already has. As an adult speaker, he has a fully developed linguistic system. The teacher is not a speaker from the same linguistic background, he has no chance of improving on a non-standard black speaker's black English.

Why do we want these standard English skills to be achieved? Let me tell you a story. A girl was hired by a labor union to teach standard white American English to a group of non-standard black speakers. This labor union was in trouble because they had not been hiring blacks. The government indicated the union should start hiring blacks, or the government would stop doing some of the nice things they had been doing for the union. The union said, "We can't take black people in now because they aren't educated. So we will give them an education program and then we will take them into the union." The training program included standard English as one component. The students were doing rather well in all areas, and one day the president of the union and some of his cohorts decided they would visit their educational venture. They came to the calssroom and liked what they saw. One of the union leaders decided he would address the trainee group. He said, "Jeez. It's swell dat youse guys is loinin' standard English. When youses gets on to it, youse can come inta de union wid us."

Let's not get confused about why a speaker of non-standard English might want to learn standard English. In some cases he might have people wanting him to learn standard English in order to prevent him from job opportunities. If I wanted to be a plumber, was told to learn

standard English and then heard white plumbers speaking their own non-standard English, I might be a little suspicious of required educational opportunities. This is a kind of linguistic chauvinism that is used as a slightly more sophisticated excuse for keeping people out of the kind of employment that they quite rightfully seek.

We have to isolate, especially in Adult Basic Education programs, the kinds of occupational goals that a specific group is seeking. If our students want to be plumbers or carpenters, the achievement of standard spoken English is not worth a hill of beans. Carpenters and plumbers don't generally use standard English on the job and don't care that they don't. In fact they care more about pipes and pieces of wood than they do about language which is not specifically functional. In short, the achievement of spoken standard English is for many speakers not necessary. We have very specific kinds of training programs in adult education. We have sometimes arranged the kind of occupational goals our clients will seek. The linguistic make up of that particular group of workers is the kind of linguistic make up that we should be prepared to give our students. If, for example, we have a group of white speakers over here who speak a variety of non-standard English and we have a group of blacks who want to come into this union and learn this trade, their level of English, sociologically, does not have to be any "higher" than the variety of English spoken by the whites. If we insist that it is, then we are only creating an excuse to keep people away from work because of their color.

Now suppose, for very good reasons, we do isolate some people who want to learn standard English. Suppose we have some job opportunities that require standard spoken English. Some of the devices we used in foreign language teaching can be used in alternate dialect training. In other words, pattern practices, phonological drills, and dialogues can be used. What is most important, however, is the attitude of the teacher. The teacher should say, "I am not taking this away from you and giving you that. You come here with a fully developed linguistic system. The people where you will work use another system. I am going to help you to master it for purposes of employment. If you don't want to use it, you don't have to use it." We can justifiably, I think, take speakers of non-standard English who aspire to sociological positions that require a different variety of English and provide them with an alternate dialect.

What variety of standard English do we want to provide? At what level, for example, do we begin to provide the who-whom distinction in speech. What kinds of jobs would require that distinction? Carpenters don't care about it. Who does care? Give me an occupation that is required to know the difference. Secretary? School teacher? The problem is that most people in listening do not even distinguish between who and whom. If you go to the English department here at Ohio State,

the majority of the professors seldom, if ever, say whom and have not said whom for thirty years. I am not talking about reading and writing. Only those persons who need to use writing for specific reasons - to attract the attention of a prospective employer or to hold a job which demands the written production of standard English -- require such prescriptive instruction, but that is surely a matter for adult education, not adult basic education. If we isolated occupational areas where such written work must be handled then this distinction of who-whom may become necessary. And I emphasize may. We do a number of things in our public schools that we call the teaching of grammar. The teaching of grammar is really what I talked about earlier. Grammar is the description of language, not the set of 25 or 30 rules in English that must be learned in order to write acceptable standard English. What about the sentence, "I don't approve of his going." At what time and what sociological level should we begin to teach, "I don't approve of his going" instead of "I don't approve of him going."? How many people here ever worry about that? Dr. Dowling indicates that he could care less and would not not employ someone at the university level who said, "I don't approve of him going." Yet we sometimes with adult basic education students, and obviously with our high school students, waste valuable time on such items. We need to ask ourselves very seriously, what language are we teaching? That seems to be a stupid question since we are obviously teaching English. However, when we are teaching English, what sociological level, what geographical variety are we teaching? Are we going to believe, as so many people did for years, that everbody in Boston speaks correctly? No, they speak like everbody in Boston. There are standard and non-standard speakers in Boston, and there is no one linguistic standard for the whole country. Our most important consideration is where is the student going? In adult basic education, we are better off than teachers of youngsters. Since we are working with adults we have some notion of the person's occupational goals. We have some notion of where he is going and what he will be doing for the next few years. This is particularly true if our ESL program is connected with a total ABE program. We can find out for ourselves what kind of linguistic activities are going on at the factory, what kinds of linguistic demands are going to be made of our students. They are not exactly the same as the patterns or dialogues or content of any commercially available textbook. Authors don't know what goes on in local industries - how much writing or reading is required of the employees. The assumptions we make about the teaching of English need to be based in the linguistic community where we are currently operating.

Finally let's talk about methodology. One specific kind of practice that deals with phonology - the learning of sounds is called the minimal pair drill. There is no doubt that many speakers of other languages do

not distinguish the sound /i/ from the sound /I/, a very important distinction in English. As linguists say, it has a very high functional load -- that is, a large number of words are distinguished only by one having an /i/ sound and the other having an /I/ sound. There is a sound in many European languages which is somewhere in between. Let's get back to our notion of communications. Here we are talking about training a person to hear and then produce the differences between /i/ and /I/, a distinction which does not exist in his language. We can help this by having an /i/ and an /I/ column and producing, for example, sheep and asking the student which column it belongs in. The students are expected further as a group to reproduce the sounds. Many of the published books for teaching English as a second language apend far too much time on this phonological business. They ask us to drill the students repeatedly until they achieve some near native speaker facility in pronunciation. These drills seem to be the least effective from the standpoint of applying modern language teaching techniques to the adult basic education classroom. They are not immediately productive at all. They take a long, long time to master. Complete distinctions between the /i/ and the /I/ sounds will be achieved at best after four or five years. Unfortunately the books do not tell you this. They tell you to use this drill to help your student distinguish between the two sounds. They usually do not indicate the extensive time required to "master" such work. What should be insisted on, if anything, in pronunciation is that we have about a 75-25 per cent chance of understanding.

Let's move on to the notion of pattern practice. A pattern practice is quite simply a sentence practice that seeks to establish as habits the grammatical constructions of the new language. One form of pattern practice is the very simple repetition drills in which the teacher says the sentence and the student respond, either in a chorus or individually. Unfortunately the text books generally provide no directions about what to say to the students. If they do, it is usually, "Don't say anything to the students. If you talk about grammar in any technical sense, that is, nouns, verbs, adjectives, you will only confuse the students." That's good advice about what not to say, but if you talk about grammar fr m a very common sense point of view - that this is the guy who is going to do this kind of thing to a tree - then you are talking about the language in a meaningful way -- about word-classes, positions and meaning. Later meaning becomes more important, when, for example, we must distinguish between a man and the man. This is essential information for the student learning English. It is important that he knows the difference between a man and the man. What you as a teacher of English as a second language need to do is come up with an explanation that the students can understand about the difference between The man has hit the tree. and A man has hit the tree. How will you verbalize this? How will you explain this essential and very important difference?

There is no one answer. You will say different things to different students, but you must say something. Students who can repeat these sentences have not necessarily learned them. In short, though pattern practices are effective, they are not the "keys" to communication. Pattern practices involve not only repetition but also substitution. To conduct this type of drill simply repeat a sentence, The man hit the tree, a few times, until the student have mastered this particular string. Then we substitute individual items in one slot. For example: Teacher -- The man hit the tree. Door -- The man hit the door. Students: The man hit the door. Teacher -- window. Students: The man hit the window, etc. . .

We can devise a drill known as a multiple slot substitution drill. In this drill, we manipulate not one frame but two or more. We can do this simultaneously, The man has hit the tree. (boy, wall). The boy has hit the wall, or to be sure that the student knows what kinds of things can be hitters and what kinds of things can get hit, we can substitute items at random. In other words, The man has hit the tree. (Boy) The boy has hit the tree. (Woman) The woman has hit the tree. (Floor) The floor has hit the tree. If we get the last response, we should get the notion that the students are repeating the sounds but not getting (and therefore giving) the message. They are not aware that a floor is the kind of thing that gets hit. In all pattern practice work, in fact, in all language teaching, we must continue to remind ourselves that communication not reproduction is the goal. There are more complex drills -- transformations, adding-on, combinations, etc. . . -- but excellent surveys of them are available. My particular favorite is Earl Stevick's A Workbook in Foreign Language Teaching, Akingden Press, Nashville, Tennessee. It discusses form, construction and implementation of pattern practices.

The next important unit in modern foreign language teaching after the pattern practice is the dialogue. The problem for ABE is that most of the books we have available provide a species of English no one has ever heard, except from Chet Huntley on the evening news. Not everyone wants to speak like that. It is inappropriate in most situations in syntax and vocabulary. The best advice on dialogues is "local productions." Write four lines of standard American English, if this is your goal, that are appropriate to your local community, using vocabulary you think is important to a particular group of students. Test it hopefully with another native speaker of English to be sure it has an idiomatic quality. Remember, you are writing English, and you want to simulate spoken English. Try to represent what actually goes on in speech. Further, don't bore the students with information about the weather and someone's health, especially since so little time is paid to it in America. It is more

important for a new speaker of English to know that when we say, "How are you" we don't really want to know. We resent being told how a person is when we ask a very informal "How are you?". In fact it is just a substitute phrase for "Hi" or a grunt when you encounter someone. These things need to be taught in relation to their significance to the total language. On the one hand they are not important since they are not conversation generating. On the other hand, they are significant since they are high frequency. They need to be taught, but they don't need to be misunderstood. They may be introduced in early lessons, but, after that, we can utilize essential ABE information as part of our dialogues. They can certainly address themselves to the kinds of things that adults in a particular community are interested in, and need to know about as well as want to talk about. There is no reason why the English curriculum cannot be filled with items of information essential to the total ABE program. If there is a vocational component, it would be very strange if the English teacher never talked to the vocational instructors. There is no reason why we can't have pattern practices that have something to do with operating an automobile or dialogues on how to call the doctor.

There is no time here to discuss the role of literacy training in the ABE-ESL curriculum, though it is obviously, for most programs, an essential part, and one, I believe, which can be readily made a part of the ESL classroom.

In conclusion, I have tried to avoid repetition of do's and don'ts in ESL, advice of which is readily available in a large number of commercially prepared manuals and texts. I have tried to promote consideration of a number of important topics often overlooked. First, every student who comes to an ABE langugage class has a fully developed, complex linguistic facility, regardless of his previous educational attainments. This message is directed, specifically, towards teacher attitudes. Second, the variety of English taught in our classes should be one derived from the community of our clients; it should reflect the students' immediate linguistic needs and must not be a standard imposed by teacher or books. Third, language is, first of all, communication; it demands speaker and listener. It's complexity, and the complexity of the adult learner, make it necessary for us to be sure that understanding is an active part of learning. Finally, ESL, or any language component of an ABE program, must fully share in the total program concerns. Language is our most obvious means for providing information. The intent of the English class must reflect the concerns of the total curriculum if maximum efficiency is sought.

APPENDIX

Development of an ABE Learning Center

Team III:

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I. Introduction

This study is designed to give a brief descriptive look at an Adult Basic Education Learning Center. We have made some general recommendations regarding staff, the instructional program, and materials.

In completing our our project, we have shared ideas, information, and materials. We have worked closely together and submit this report as a group effort.

II. Recruitment

Instituting a Recruitment Program

Our recruitment program will have two phases, both phases being equally important. The first phase will be publicity for the Center. We commonly use the local news media for this aspect, i.e., newspapers, radio and television. The second phase will be with those people who know and have repeated contacts with our prospective clients.

Mass media communication methods can be defined as any organization, institution, or information service that reaches large groups of people through a common technique. We could use the following:

1. Newpapers
2. Radio
3. Television
4. Flyers
5. Posters
6. Window Displays
7. Information Booths
8. Bulletin Boards
   a. Churches
   b. Business and Industrial Buildings
   c. Libraries
   d. Social Agencies
   e. Union Halls

In the newspapers and with posters we are not using the usual type of layout that contains mostly reading with all the necessary details, but rather a poster that contains pictures with a very small amount of reading. We believe that the individual will more readily identify himself with the Adult Basic Education program if this is done.

The second division of recruiting adult students dealt with in this section is the personal contact technique with the prospective adult student. In one sense, some of the institutions and groups listed on the preceding page could be included here. If the task of informing these groups about the adult program has been effective, they will carry on a personal contact relationship with prospective students. In a more immediate sense, this division includes:

1. The adult teacher
2. The former adult learner
3. The counselor
4. The community and social worker
5. The health personnel -- health nurse and doctor

Many more individual contact people could be listed if time and space permitted. As has been reflected in the Adult Basic Education Workshop this summer, the teacher is the key to the entire program. If he relates to the people he is teaching and gives them some means of satisfying their needs, he has the possibility of vastly increasing his class size through his efforts and the efforts of the adult learners in his class. The adult learner can influence a great number of people by his casual comments about the program. If he is dissatisfied and relates this to a group that might contain prospective students, it will increase their negative concept of educational programs, and they in turn will "spread the word." If the adult learner is satisfied with the class, he becomes a recruiting agent.

Conclusion

In order to mold public opinion, favorable certain spheres of influence must be reached and their support gained. The support of political forces, educational agencies, social and cultural forces, and the spiritual leadership of the community is essential. Once these forces are united in a common effort, a climate for successful recruitment will be established.

The recruitment program must be a continuous process requiring the effort and support of all segments of the community. To date, our attempts have been inadequate in reaching the vast numbers of undereducated. Quite possibly, the prime recruiter is the satisfied student of an Adult Basic Education Program. No amount of publicity or community involvement can compensate for a program which does not meet the needs of the individual student. All adult educators must develop a sensitivity toward these needs and their satisfaction if we are to reach great numbers of the undereducated and place them in our classes.

III. Curriculum and Materials

It is becoming increasingly evident that the traditional approach to education, that is, the teacher-centered classroom wherein the teacher is the primary actor and major or sole source of information, is the major cause of undereducation and drop-outs in our public school system. Under the traditional approach, teaching is done primarily on a group basis with the individual student often failing to receive assistance in areas in which such assistance is indeed needed and warranted; consequently, many students are "pushed" out of our public schools before completing the twelve grade levels, or are graduated from our high schools with achievement levels far below the norm for persons completing the twelfth grade.

The public school curriculum is also a dominant factor in the failures of the public school system. For maximum learning to occur, the curriculum must be relevant to the needs of the student; that is, he must perceive a relevancy of subject matter as it relates to his own goals and aspirations. In this regard, as well as the traditional teaching approach, the public schools have failed to meet the needs of the individual student; as a consequence, many high school drop-outs and "push-outs" have enrolled in Adult Basic Education programs to either complete their education through passing the GED examination, or to obtain some job entry level skill which will make them employable.

For any ABE program to achieve maximum success, it must avoid the two aforementioned practices of the public school system, namely the teacher-centered classroom and total dependence upon the whole group appraoch to learning. Any ABE program which fails to do this is destined to fall short of achieving its goal because the individual student will view the program as merely an extension of the public school system under which he failed to learn.

How can an ABE program avoid the same failures experienced by the public school system? First, it can develop a curriculum that is relevant to the student and his individual needs. Secondly, it can introduce programmed materials which will permit the student to progress at his own rate and take him out of competition with other students who may learn more readily than he.

Although a good ABE program should offer each student a curriculum geared to his own individual needs, there are some subject areas in which each student should obviously develop a minimum skills level; such subject areas include: communications skills, consumer education, American government, computational skills, and a course on how to study.

Programmed materials should be utilized in these subject areas.

A proposed ABE curriculum follows. Such curriculum should involve fifteen hours of classroom time per week.

Communications Skills

Communications skills is the most important part of our day-to-day living. From the time we arise in the morning we greet, alternately talk and listen, volunteer comments, ask questions and engage in conversation. The purpose of this course is to develop skills of reading, writing, listening and speaking, all of which are valuable to everyone in their personal, social and occupational life.

The writing program stresses clear, correct spelling, correct grammar usuage and logical expression basic to vocational needs. The speaking and listening programs stress clear, correct and fluent expression and attentive, tolerant listening.

A. Reading and Writing English

1. The alphabet -- consonants and vowels
   a. Capitalization
   b. Word structure
   c. Accent on meaning

2. Grammar and its usage
   a. Basic parts of speech
      Agreement of subject and verb
      The sentence
         Complete thought
         Subject predicate
   b. Common and irregular verbs
   c. Correct capitalization and punctuation
   d. Four kinds of sentences - imperative, declarative, interrogative, exclamatory

3. Spelling and vocabulary building
   a. Use of the dictionary
   b. Spelling rules
   c. Roots, prefixes, suffixes
   d. Job vocabulary
   e. Basic or essential word list

4. Using the right word

a. Saw and seen
b. Did and done
c. Using I correctly
d. Using and correctly
e. Using is and are correctly
f. Using was and were correctly
g. Using run and ran correctly
h. Using come and came correctly
i. Using took and taken correctly
j. Using went and gone correctly
k. Drill exercise in using the right word

Suggested Hardware: Overhead projector

B. Reading

1. Importance
   a. Understanding technological and social change
   b. Effects of television, population mobility, world trade, and forces that are modifying our society
   c. Understanding the nature of people, their curiosity, intellectual hunger, and desire to achieve
   d. Awareness of the "open sesame" that reading can be
   e. Reading may (or should) extend to family aspirations

2. Motivation for reading
   a. Entertainment, self-fulfillment, historical, reading for facts, beauty in verse. Basically, we read to communicate.

3. Reading skills
   a. Using clues to get central ideas
   b. Checking own feelings and opinions
   c. Getting details
   d. Understanding meanings of unusual phrases and sentences
   e. Noting sequence of events
   f. Understanding stated and implied meanings
   g. Arriving at conclusions
   h. Noting the important parts of a story or an article
   i. Understanding characterizations
   j. Seeing likenesses
   k. Finding rhyming words
   l. Making compound words
   m. Using alphabetical order
   n. Reading for different purposes
   o. Using guides in getting mental images

4. Improving speed and comprehension
   a. Use of hardware (suggested)
      EDL Biometric Reading Eye II
      EDL Tachistoscope
      EDL Controlled Reader
      EDL Learning 100tm
   b. Use of software (suggested)
      Sullivan Reading Program
      BRL Comprehension Readers
      BRL Adult Basic Reading Lab. B
      SRA Reading for Understanding
      SRA Reading Lab 11 va

C. Talking

1. Recreational
   a. Storytelling as entertainment
   b. Jokes
   c. Personal experiences and anecdotes
   d. Description of people, places and events

2. Talking with others
   a. Improving the quality of our voices, as appropriate
   b. Speaking distinctly
   c. Correct pronunciation
   d. Reaching the listeners's ears
   e. Training ourselves to be more interesting
   f. Using good English
   g. Increasing our skill in conversation

3. Making social introductions
   a. Meeting new people
   b. Introductions: ourselves, one personal gourp, our acquaintances
   c. Forms of introduction to be avoided, what to say when introduced, responses to be avoided, and what to do when introduced.

4. Listening -- Understanding others; the effectiveness of our listening habits depend on how we are trained
   a. Listening to radio or television
   b. Listening to conversation -- Dialogues and simple drama, telephone, job-related listening: following instructions.

Suggested Hardware: Tape recorders, language lab facilities, video tape machine if budget permits, and SRA Listening Skills Program Tapes

Consumer Education

The purpose of this course is to provide the student with some insight into the functioning of our economic system, the role of government in the economy, and how the student, as a consumer, should allocate his scarce dollars wisely among alternative uses.

A. Introduction

1. The basic problems facing every economic system
2. The big problems facing our economic systems
3. How different economic systems solve these problems in different ways
4. The two major economic ideologies

B. Our American mixed, free enterprise system
   1. Basic foundations of our economic system

C. Some problems of our free enterprise system
   1. Maintaining economic stability
   2. Full employment problems

D. What is the record of our American economic system?
   1. GNP
   2. Competitive and non-competitive markets

E. What is a consumer?

1. Non-buying consumers
2. Buying consumers
3. Why study consumer education?
   - Makes the individual a wiser consumer
   - Makes for better understanding in consumer-business relations
   - Clarifies duties of the family head as a consumer

F. How to be a good buying consumer.

1. General buying rules which should be observed by every consumer
   a. Determination of needs
   b. Appraisal of advertisements
   c. Shopping

2. Buying foods
   a. Standardization
   b. Grades

3. Drugs and cosmetics
4. Clothing
   a. Fabrics
   b. Seasonal shopping

5. Shelter
   a. Renting versus leasing
   b. Buying a home

6. Household furnishings and necessities
   a. Determining quality
   b. Warranties

7. Insurance
   a. Types of personal insurance
   b. Social insurance (Social Security)
   c. Workmen's Compensation or Industrial Accident Insurance

G. Credit Buying -- its proper use

1. Nature of Credit
   a. Kinds of credit
   b. Advantages and disadvantages
   c. Credit instruments

2. Budgeting: Secret to sound use of credit
   a. How to budget wisely
   b. Its advantages
   c. Individual and family budgets
   d. End-of-year balance sheet
   e. Exercises in budgeting

H. Banking

1. Types of banking
2. Use of bank instruments
   a. Deposit slips
   b. Checks (personal, cashier's, certified)
   c. Withdrawal forms

I. Education

1. Education for the child, for the adolescent
2. Adult education -- How it should be planned
3. Vocational education

J. Health and the consumer

1. The values of regular physical examinations
   a. Vision and hearing checkups
   b. Dental care
   c. Innoculations

2. Self Modifications
3. Public health facilities

K. Investments

1. Types
2. How to invest wisely

L. Transportation

1. The place of the automobile in the life of the consumer and his family
   a. Buying a new car
   b. Buying a used car
   c. Automobile accessories
   d. Upkeep

2. Other forms of transportation

M. Frauds and rackets

1. How to spot a racket
2. Remedies for fraud

N. Business-Consumer relations

1. The duties of consumers in relation to business
2. The responsibilities of business in relation to consumers

O. Legislation and taxation -- Why they are important to the individual consumer

1. Legislation
   a. General study of how it affects the consumer
   b. The need for consumer awareness
   c. Needed remedial legislation - How to work for it
   d. Discriminatory legislation

2. Taxation

a. Taxes affecting consumers (all)
b. Direct taxation (examples)
c. Indirect taxation
d. Hidden taxes
e. A plan for tax reform (individual projects)

P. Agencies which assist the consumer

Suggested Hardware: Film strips, record player
Suggested Software: BRL -- Why Work Series
BRL -- The American Health and Safety Series

American Government

A. Course Objective: To make the student a more intelligent citizen through a better understanding of the workings of his government

B. Attitudinal Objectives

1. A greater understanding of the workings of the American political and governmental systems

2. Greater participation in our democarcy, i.e., voting

3. A realization that American "democracy" has its weak as well as strong points.

4. Understanding that American democracy functions best when everyone participates in the decision-making process

C. Topics to be considered

1. The Presidency
2. The organization of Congress
3. The powers of Congress
4. The judicial system (Federal)
5. The political party system
6. The State governments
7. The municiapl governments
8. Foreighn policy and foreign affairs

D. Skill Objectives

1. Pertinent and constructive group discussion
2. Acceptable social interaction

Suggested Materials: BRL -- The American Government
BRL -- The United States Constitution
Film Strips, record player

Computational Skills

The computational skills endeavors to give the adult learner tools to enable him to handle adequately the mathematical problems encountered in everday living. Many practical problems are discussed and computed to give the student some indight and experience in the application of skills to problems, especially as related to vocational areas.

Upon enrollment, a determination is made as to the level at which each student will start; after this determiniation is made, the student is permitted to progress at his own rate.

Level I

A. Number system: A brief history of numbers, their use and application in the ancient world

1. The number system as a system of tens
2. Place value and the use of zero as a place holder
3. Rounding off numbers

Level II

A. Whole number s, their use and application

1. Addition
2. Subtraction
3. Multiplication
4. Dividion

Level III - Fractions, their use and application

A. Concept of a fraction, meaning and usefulness

B. Kinds of fractions, meaning of proper and improper fractions, mixed numbers
1. Changing the form of a fraction
a. Reducing to lowest terms

b. Raising to higher terms
c. Changing improper fractions to mixed numbers
d. Changing to equivalent fractions

2. Working with fractions
   a. Addition of fractions and mixed numbers
   b. Subtraction of fractions and mixed numbers
   c. Multiplication of fractions and mixed numbers
   d. Division of fractions and mixed numbers
   e. Comparing fractions

Level IV - Decimals, their use and application

A. Reading, writing and understanding decimals

1. Rounding off decimals
2. Addition of decimals
3. Subtraction of decimals
4. Multiplication of decimals
5. Division of decimals
6. Comparing decimals
7. Changing decimals to fractions
8. Changing fractions to decimals

Level V - Percentage, its use and uderstanding

A. The meaning and value of percentages

1. Changing per cent to decimals
2. Changing decimals to per cent
3. Changing common fractions to per cent
4. Finding a per cent of a number
5. Finding what per cent one number is of another
6. Finding a number when a per cent of it is known

Level VI - Measurements, their use and application

A. Linear Measures
B. Square measures
C. Square root
D. Measuring and drawing line scales
E. Measuring perimeter and circumference
F. Indirect measurements
   1. Rule of Pythagoras
   2. Bar and other graphs

G. Measurement of areas
H. Measurement of volume
I. Metric system of measurement
    1. Measurement of length, width, area, volume, capacity, and weight

Level VII - Algebra, its use and application

A. Simple equations, value and use
    1. Solving simple equations (methods)
        a. Addition
        b. Subtraction
        c. Multiplication
        d. Division

    2. Solving stated problems
    3. Writing equations
    4. Signed numbers (absolute value)
    5. Multiplication

B. Special products and factors
    1. Law of exponents in multiplication
    2. Division of one monomial by another
    3. Division of polynomial by monomial

C. Equations containing fractions

Level VIII - Geometry, its use and application

A. Measurement of angles and areas
    1. Facts about angles
    2. Measuring and drawing angles

B. Constructions
    1. Triangles
    2. Regular polygons
    3. Bisectors
    4. Perpendiculars
    5. Angle equal to a given angle
    6. Line parallel to a given line
    7. Sum of angles in triangle and quadrilateral
        a. Complementary angles
        b. Supplementary angles
        c. Vertical angles

C. Parallel lines and angle relationships

D. Circle graphs

Suggested Hardware: Overhead projector
Suggested Software: BRL - Sullivan Mathematics Laboratory
SRA - Computational Skills Development Kit

How to Study

This is a course designed to diagnose individual study problems and to assist students by inculcating a set of effective study habits.

The course is conduced by utilization of class discussion, lectures and occasional short assignments pertinent to various aspects of becoming a successful student.

Some of the topics covered include:

1. How to take classroom notes
2. Using the library
3. Reading a textbook assignment
4. Studying for a test
5. How to study math
6. How to study English
7. Use of the dictionary

In addition to the above topics, others are covered as needed and requested by students in any particular session. The course is intentionally not rigidly structured in order to provide for as much individual growth as possible.

Suggested Hardware: Overhead projector, film strips, tape recorder

Suggested Software: SRA - How to Be a Better Student (7-9)
SRA - Learn How to Study (4-7)
SRA - How to Study (9-14)

It is obvious that no one student in our adult basic learning center will master all the information presented in this curriculum guide section of our study. Our purpose is to make the curriculum inclusive enough to accommodate the adult learner at any given beginning level, and to help him to progress to his aspired goal. The material presented herein is intended to show developmental steps from the basic levels through GED completion.

IV. Evaluation

The prospect of evaluation in Adult Basic Education presents a host of difficulties. Consequently, evaluation seems in some cases to be more studiously avoided than confronted.

For the purposes of this paper, we will deal first with evaluating the adult learner and his progress. Then we will turn to teacher evaluation and program evaluation, both of which are often measured by the degree of success ascribed to the adult learner.

Evaluating the ABE Student

It is generally felt that some kind of formal evaluation is helpful early in the student's program. The determinations as to which instrument(s) and the timing must be left to the discretion of a sensitive and understanding counselor or instructor. For students at Level I, an oral test such as the Slosson Intellignece Test or the Peabody Picture Vocabulary Test will provide some indication of ability level, and can serve as a diagnostic tool as well if a pattern is noted in the items which present difficulty. Both are very short tests, to be administered individually, and may be handled in an interview situation. Both tests result in an intelligence quotient and must be interpreted with caution, as their validity may be questioned in terms of age and sociological background of the populations used in standardization.

The Wide Range Achievement Test will be helpful in establishing a point of beginning for students who come to the program with some reading and computational skills. This instrument, too, may be administered in a very short time and gives a more accurate picture of performance levels.

It should be emphasized that any test for diagnosis and placement should be used in combination with informal procedures such as interview with counselor or instructor, and personal data such as educational and employment background of the student.

The information gatered during the placement procedure should be used with the student in ehlping him to set realistic goals for himself in the ABE program. These goals, then, will be considered as the basis for evaluating his progress in the program. With the help of the teacher, these goals may be translated into developmental steps and stated in terms of observable behaviors. This process not only makes subsequent evaluation feasible, but helps the student to recognize his own achievements. In Curriculum Development Process, a handbook from the Adult Education Center at North Carolina State, suggested terms

for stating observable behaviors are listed:

1. Can follow directions
2. Can recognize differences in
3. Can analyze
4. Can give examples of
5. Can modify
6. Is able to contrast
7. Is able to recognize
8. Is alert to differences in
9. Is able to express in words
10. Is able to compare

11. Can identify
12. Can translate measurements from _____ to _____
13. Can reduce measurements from _____ to _____
14. Can list; can give practical suggestions
15. Can put on paper
16. Can abbreviate recipe terms
17. Can define
18. Can specify; can state the meaning of
19. Can interpret
20. Can divide quarts into cups

21. Can tell why; what
22. Can construct
23. Can determine
24. Can give alternates or can select alternatives
25. Can write

For the adult learner, then, evaluation is an integral part of learning -- self-evaluation, evaluation by teacher--made instruments, observations, built-in evaluation in programmed materials, and standardized tests where deemed appropriate on an individual or group basis. Before any student is subjected to pen-and-pencil tests, he is entitled to some orientation to this kind of testing situation. The Iowa or California tests are commonly used measures of achievement in basic education; and of course the GED examination represents the culmination of the ABE experience for many students. Success on this type of test may be determined by the student's ability to allocate his time wisely, to re-read questions, check computations, or be alert to qualifying adjectives in test questions. How to take a test then becomes an invaluable part of the student's curriculum.

Feedback to the student must be a natural consequence of any testing

situation for him. He will need this information for planning, to re-evaluate and revise his goals, to take remedial action in some areas. The knowledge that he will receive constructive feedback not only gives meaning to the testing situation, but may have a marked effect on the student's test performance.

Evaluating the ABE Teacher

Evaluating the ABE teacher-coordinator is indeed a complex process. The criteria are not only extremely difficult to establish, but in many cases nearly impossible to measure. No objective instruments for teacher evaluation have been developed. The best assurance of success, therefore, must come from good selection procedures. Criteria for selection have been suggested in a host of publications dealing with this elusive quantity -- the successful teacher. The following is a rather comprehensive such list, found in the Florida Adult Educator:

1. Keeps up with the problems and anzieties and significant events that affect the lives of his students

2. Practices freedom; individual is made to feel important and free to contribute

3. Has the ability to listen

4. Loves people

5. Exercises imagination -- uses student resources, makes the learning situtation attractive

6. Brings out the best in people by being sincere, honest, patient tolerant

7. Is versatile, adapts the method and content to the student

8. Is resourceful

9. Has faith in himself and others

10. Enjoys teaching

Possession of all these qualities notwithstanding, the need for teacher evaluation in ABE programs persists in order that instruction may be improved. Self-evaluation is useful, if not a comfortable tool

available to any teacher. By listening to tape-recorded sessions periodically, the teacher is made aware of the way he comes across in class. Student evaluations can provide valuable insights into the quality of teaching and teacher alike. Teacher evaluation on the basis of students' achievement is a questionable practice at best because of the multiplicity of factors involved. The same is true in the use of retention as a measure of teacher effectiveness.

An administrator truly interested in knowing how well his teachers are teaching will observe in the learning center, will talk with his adult learners and with other teachers, and will let his teachers know that he values quality teachers.

Program Evaluation

The program's success, as with teacher effectiveness, is determined to a great extent by the success of each adult learner in achieving his individually determined goals. In addition to educational objectives (including the GED examination), this may encompass employment aspirations, or increased effectiveness in one or more of the adult student's many other roles in life -- as consumer, citizen, parent, tenant or homewoner, to mention a few. The focus of the program will be defined by its target population.

Program evaluation may be undertaken for the purpose of comparing ABE programs in different parts of the country, or simply to meet the requirements of Federal and/or State guidelines. Standardized tests are used for this purpose as prescribed, but their interpretation must necessarily allow for the differences in adult learners both individually and regionally. In general, a program that facilitates the success of its adult learners is a successful program.

If it appears that the evaluation component of our program has dwealt excessively on its pitfalls, it is because evaluation is a tool better used not at all than misused in the ABE setting.

V. Retention

One of the most significant factors in an Adult Education Program is the retention of the students. Without students the program cannot function. Some students may attend regularly while others may attend poorly and then finally drop out. This is very unfortunate, yet there must be reasons for their dropping out. Some of these are:

1. Student is placed in the wrong group or level

2. Lack of materials on student's level
3. Lack of interest on the part of the teacher
4. Program is not meeting the needs of the student
5. Student is not comfortable in class situation due to embarrassment or discouragement
6. Poor equipment
7. Large class size.

Regardless of the excellence of the building and the materials, the major key to the success of the Adult Basic Education program is the teacher. Adult students are quick to appraise the teacher and his teaching. Busy work, poorly planned lessons and/or a lack of interest on the part of the teacher are quickly noted by the student. In order to be successful in teaching, the teacher must truly enjoy his teaching and must make a concentrated effort to do the best possible teaching that he is capable of.

Since the teacher is directly in contact with the students, he plays the most important part in retaining the students. The teachers may make or break the program. His personality, patience, expertness and desire to help each individual who comes to him will determine his effectiveness as an ABE teacher.

An effective ABE teacher

1. Is intuitive. He can "snatch the teachable moment", is sensitive to the student's responses and knows when to press a point and when to remain silent.

2. Displays impartiality. Her students feel she is completely fair and that she gives no one undue advantage.

3. Practices puntuality by beginning class at the appointed time and following up on any provised activity.

4. Strives to keep in good physical condition.

5. Maintains a variety of interests.

6. Projects personality warmth while retaining dignity.

7. Is thoroughly competent, with the result that the student places complete trust in his ability. This conficence in the teacher results in the student's learning drive being satisfied.

8. Is patient. He realizes that an older student tends to learn

less quickly and is less flexible, and is aware that the adjustments he must make are numerous.

9. Is truly interested in the student and working with him on an individual level.

There are many factors that may cause poor attendance. Unfortunately, some cannot be corrected, thus causing many students to discontinue. Teachers and administrators should consider some of the personal problems that cause students to drop out of the ABE program. Some of these reasons are:

1. Student's needs are not being met
2. Too much time consumed in transportation
3. Lack of ability or skill
4. Class conflicts with working hours
5. Lack of transportation
6. Induction into military service

With reference to the non-controllable factors, the program can partially alleviate some of them A health program which includes teaching about health, nutrition, and safety as well as being able to utilize the services of a nurse at the learning center, would be of great value to all of the students. All teachers should familiarize themselves with available community resources such as the local Welfare Office, Legal Aid Office, Day Care Centers, in order to direct her students to these agencies if their services are needed.

The administration should work with the staff to find out the reasons for the loss of any ABE student. The problem of retention should be a prime concern, and the reasons for dropouts should be sought and remedied whenever possible.

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Adult Basic Education Workshop
June 22 - July 13, 1970

Staff Members

NAME AND CONFERENCE ROLE	HOME	OCCUPATION
William D. Dowling Director	167 Abbot Avenue Worthington, Ohio	Associate Professor of Adult Education, Ohio State University
John H. Hinck Assistant Director	920 Douglas Napierville, Illinois	Graduate Student
Jeanne Nesbit Secretary	100 E. Norwich Columbus, Ohio	Teacher
John Ohliger Editor of final report	885 Middlebury Worthington, Ohio	Assistant Professor of Adult Education, Ohio State University
Mrs. Lori Ohliger Co-Editor of final report	885 Middlebury Worthington, Ohio	Editor for Charles Jones Publishing Co.
James M. Vicars Co-Director	1032 S. Roosevelt Columbus, Ohio	Director of Adult Basic Education Division of Columbus Public Schools

The Adult Basic Education Workshop
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NAME	HOME ADDRESS AND TELEPHONE NUMBER	REGULAR TEACHING ASSIGNMENT	A. B. E. INTEREST
Carleton Bankes	44 Crestview Road Columbus, Ohio 267-3621	Junior High Teacher	Teaching
James Carson	3691 Eakin Road Columbus, Ohio 274-7822	Counselor	Curriculum Development
Don Dill	2631 Wellesley Road Columbus, Ohio	6th Grade ABE night classes	Teaching and Administration
Carlyle B. Harris	195 Clifton Park Columbus, Ohio 253-5628	Biology and Physical Science	Teaching and Administration
Norman Ivins	148 Cedar Street Cedarville, Ohio 766-5458	Special Education Junior High	Teaching
Alene M. Jones	556 Springmill Street Mansfield, Ohio 522-3913	Director of Training Opportunities Industrial Center	Curriculum Development and Administration
Wayne McDowell	Rear 179 E. 4th Street Mansfield, Ohio	Evening Coordinator Opportunities Industrial Center	Curriculum Development in Adult Education as well as teaching the disadvantaged adult

NAME	HOME ADDRESS AND TELEPHONE NUMBER	REGULAR TEACHING ASSIGNMENT	A. B. E. INTEREST
Betty D. Melragon	663 Cuyahoga Court Columbus, Ohio 268-4358	Counselor	Parent Education
Joan M. Plock	1533 Sherman Street R. D. 4 Geneva, Ohio	Evening ABE Ashtabula, Ohio	Teaching
Jo Ann Priest	640 Dickey Avenue Greenfield, Ohio 981-3460	6th Grade	Teacher Coordinator
Carl Riegel	948 Vine Street Clyde, Ohio 546-9771	5th Grade, ABE	Teacher ABE
Fay P. Sauer	Route 1 Middleport, Ohio 742-3654	Evening, Language Arts and Secondary English	Curriculum Development and Teaching
Ruth M. Sickbert	14 N. Harding Columbus, Ohio 237-7195	Primary Language Development	Teacher coordinator and instruction for parents in child care and development
Lillian Stein	2523 N. Moreland Cleveland, Ohio 321-6951	Just retired as teacher of 5th and 6th grades	Teacher Curriculum Development
William Thrasher	744 Bulen Avenue Columbus, Ohio	Principal elementary school	Curriculum development and materials

NAME	HOME ADDRESS AND TELEPHONE NUMBER	REGULAR TEACHING ASSIGNMENT	A. B. E. INTEREST
Travis Turvey	Pike Apt. 1A McClain Avenue Greenfield, Ohio	Western History	Teaching
Catherine Wolters	1689 Summithills Drive Cincinnati, Ohio 231-5579	Coordinator of Adult Learning Laboratory	Teacher training for ABE

Adult Basic Education Workshop
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PROBLEM INVENTORY

Administration

1. Physical setting
2. Teacher training
   Supervisors
   Counselors
   Related
3. Evaluation
4. Funding
5. Proposal Writing
6. Recruitment
7. Follow-up
   Dropouts
   Graduates
8. Publicity
9. Public Relations
10. Target populations
11. Orientation
12. Programmed learning labs
13. In-service training
14. Administration
15. Staff supervision
16. Trends
17. Historical development
18. Research
19. Formal Adult Education training
20. Philosophy of Adult Basic Education
21. Community and local school district support

Teaching

1. Materials available
   Published
   Teacher made
2. Curriculum development
3. Innovation
4. Teaching methods - techniques
5. Retention
6. Supplementary reading outside classroom

PROBLEM INVENTORY

Adult Learner Services

1. Community agencies
2. Foreign born populations - TESOL
3. Job placement and retention
4. Group (class) placement
5. Field trips - libraries
6. Counseling
7. Health services

Human Relations

1. Teacher - learner relationship
2. Motivation
3. Rapport
4. Group dynamics
5. Community workers

EVALUATION FORMS

ADULT BASIC EDUCATION WORKSHOP
The Ohio State University
June 22 - July 13, 1970

Evaluation # 1

I. Rank the following guest speakers according to their effectiveness for you. Rank 1 through 6, one being the highest.

_____ Cleveland Team

_____ Dr. Bob Snyder

_____ Miss Margaret Kielty

_____ Mr. Charles Nesbitt

_____ Mr. George Travis

_____ Dr. Andrew Hendrickson

II. Briefly react to your field experiences to date.

III. Thus far, what is the most important concept that you have learned in the workshop? State in one sentence or less.

IV. What is the most effective activity that you have encountered? State in one sentence or less.

V. What is the least effective activity that you have encountered? State in one sentence or less.

VI. In a few sentences, sum up the week as it has affected you.

Adult Basic Education Workshop
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Evaluation #2

I. Briefly react to your Cleveland experience.

II. React to Dr. Edwin Smith. State in one sentence or less.

III. React to Dr. Harold Rose. State in one sentence or less.

IV. What is the most effective activity that you have encountered this week? State in one sentence or less.

V. What is the least effective activity that you have encountered this week? State in one sentence or less.

VI. With one word evaluate the workshop to this date.

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Evaluation #4

Please react to the following by underlining one (1) of the four (4) rating words.

1. Plan of the workshop.

   Excellent Good Fair Poor

2. Location of the workshop.

   A. Columbus

   Excellent Good Fair Poor

   B. Rightmire Hall (OSU)

   Excellent Good Fair Poor

3. Facilities

   A. Registration

   Excellent Good Fair Poor

   B. Parking

   Excellent Good Fair Poor

C. Classroom (physical setting)

Excellent Good Fair Poor

D. Eating facilities

Excellent Good Fair Poor

4. Availability of Adult Basic Education materials and other library facilities.

Excellent Good Fair Poor

5. Guest speakers

Excellent Good Fair Poor

6. Workshop staff

Excellent Good Fair Poor

7. Team project

Excellent Good Fair Poor

8. Field Experience

Excellent Good Fair Poor

9. Timing of programs and schedule of workshop

Excellent Good Fair Poor

10. Interaction between participants

Excellent Good Fair Poor

Adult Basic Education Workshop
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Evaluation #5

July 10, 1970

Name _____

DIRECTIONS: The format and design of your paper is left to you. You will have no more than 90 minutes for your reactions.

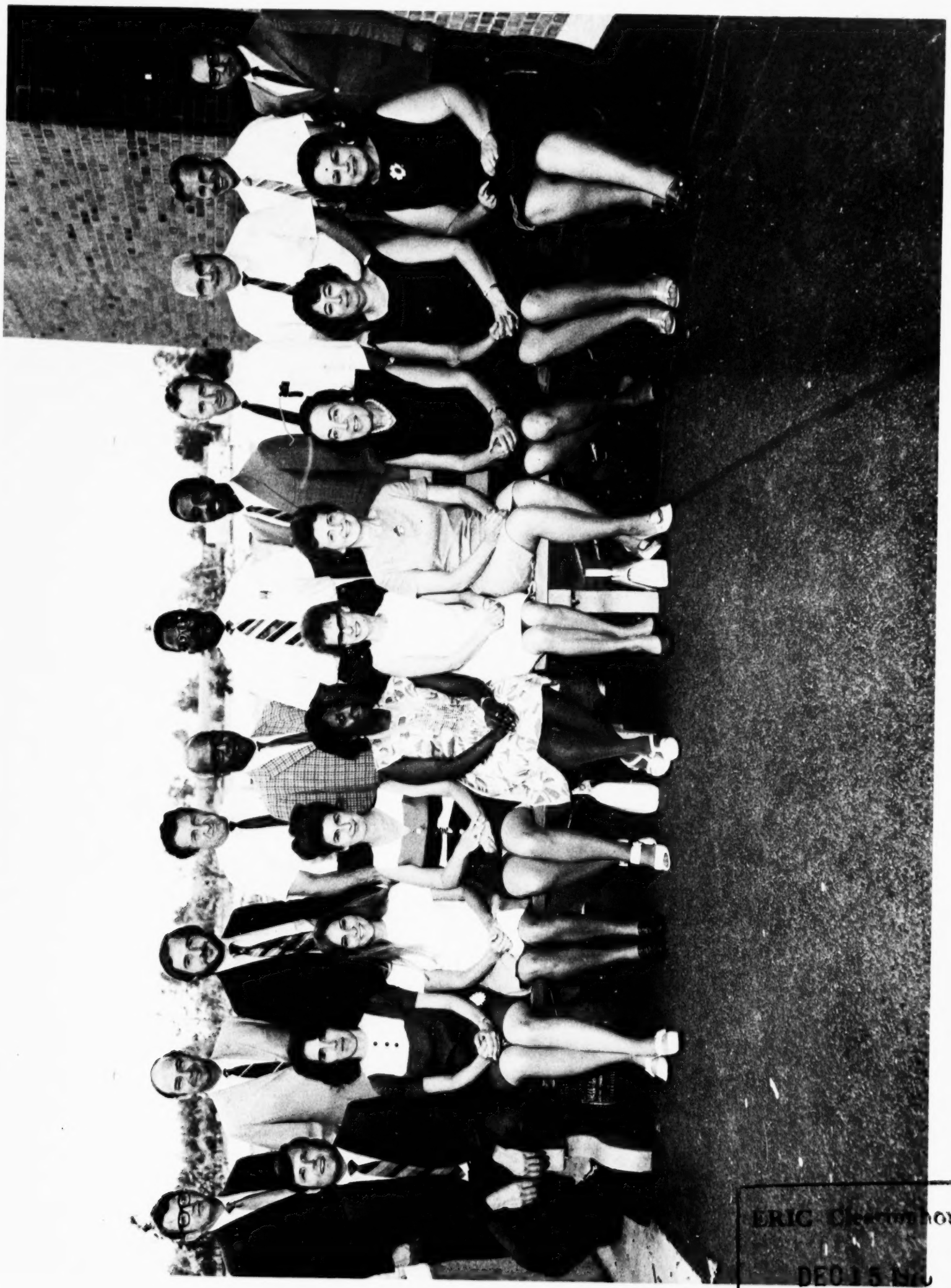
I. You have received a grant from the U. S. Office of Education to conduct a three week workshop for teachers in the field of Adult Basic Education. The grant is for $20,000 with a maximum enrollment of 25 persons. Design and outline a proposed program which you feel would be of the most value to the participants.

II. You have been designated by your local school superintendent to develop an Adult Basic Education program in the community in which you now work. Design a program that would be acceptable and effective for the funding agency (the state), the local school board, and the community being served.

III. If another workshop of this nature were scheduled for another year what would you do differently to make it more effective for you?

PHOTOGRAPH OF PARTICIPANTS AND STAFF

Photograph taken by
Department of Photography
The Ohio State University



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